

**NAVAL RESERVE OFFICERS TRAINING
CORPS**

**INTRODUCTION TO
NAVAL SCIENCE**



September 2020

NAVAL SERVICE TRAINING COMMAND

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Record of Changes

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Letter of Promulgation

The Introduction to Naval Science curriculum guide provides guidelines for introducing midshipmen to the organization of the naval service, varied career opportunities available, long-held customs and traditions of the service, basic leadership, ethics and character development, duties of a junior officer and Navy policies on wellness issues. The course is also designed to begin preparing NROTC midshipmen for their first experience onboard a Navy ship by imparting basic information concerning shipboard procedures and safety. It is not the intent of this course to cover each of these areas in great detail, but rather to stimulate the students' interest for study and investigation in future courses.

This course is designed as a one-semester course to be presented during a student's first term as a fourth-class midshipman. The curriculum may be modified with approval of the Professor of Naval Science provided all professional core competency objectives addressed in this guide are mastered by the midshipmen.

Instructors should promote critical thinking skills throughout this course of instruction and provide opportunities for students to demonstrate progression in both the cognitive and affective domains. Although this course focuses primarily on the cognitive and offers many opportunities for analysis, synthesis and evaluation, this curriculum can also be instructive in the affective domain as students practice valuing, organizing and internalizing aspects of the Navy's culture and methods. Instructors are encouraged to use their own past experiences to illustrate and enrich their classroom instruction.

This curriculum guide provides the updated PCCs from the April 2019 PCC manual. The instructional aids, bibliography and several lessons were updated as well. This guide is approved for implementation upon receipt. Introduction to Naval Science, SF 061205 (June 2012 - Change 3), is hereby canceled and superseded.

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Taxonomy

- I. **Know** - Recall facts, bring to mind and recognize the appropriate material. Examples:
 - A. Know the objectives of damage control aboard ship.
 - B. Know the safety procedures used to provide the fullest measure of safe small boat operations.
- II. **Comprehend** - Interpret principles and concepts and relate them to new situations. Examples:
 - A. Comprehend the mission of the U.S. Navy and Marine Corps.
 - B. Comprehend the concept of internal forces (e.g., stress, strain, shear).
- III. **Apply** - Utilize knowledge and comprehension of specific facts in new relationships with other facts, theories and principles. Examples:
 - A. Apply correct plotting procedures when navigating in pilot waters.
 - B. Apply correct procedures to determine times of sunrise and sunset.
- IV. **Demonstrate** - Show evidence of ability in performing a task. Examples:
 - A. Demonstrate third class swimming skills and fundamental water survival skills.
 - B. Demonstrate the correct procedure used in radio-telephone communications.

Professional Core Competencies

The following Professional Core Competencies (PCCs) for this course are taken from the PCC Manual for Officer Accession Programs promulgated in April 2019. Only those PCCs which apply to this course are included. The numbering below is the numbering found in the PCC Manual.

I. NAVAL ORIENTATION & OFFICERSHIP

A.

1. Comprehend the Naval officer's roles and responsibilities as a member of the profession of arms.
2. Comprehend the significance of special trust and confidence vested in commissioned officers.

B. Know uniform regulations.

D. Comprehend the UCMJ, practice of military law, and applications of regulations as they may involve a junior officer in the performance of duties.

1. Comprehend the purpose, scope, and constitutional basis of Navy Regulations and the Uniform Code of Military Justice and relate these regulations to personal conduct in the military service.
2. Comprehend junior officer responsibilities relative to the military justice system including familiarization with:
 - a. Essential publications relating to military justice.
 - d. Non-judicial punishment.
 - f. Courts martial.
 - g. Administrative discharges

E. Know the requirements for watchstanding, including basic Naval terminology and professional nomenclature, and demonstrate a proper watch relief and the requirements, procedures, and format for keeping logs.

F. Know the origins and current usage of naval customs and traditions.

2. Know basic shipboard etiquette, flag etiquette and proper display of basic Navy flags and pennants.
4. Know military ceremonial functions including colors, parade formations, and changes of command.
5. Know social customs and basic protocol for formal and informal functions to include receiving lines, dining outs, mess night, and the Navy/USMC birthday ball.

G. Comprehend command relationships and organization.

1. Know command relationships and organization for both operational and administrative environments.
2. Know the Navy and Marine Corps officer and enlisted rank/paygrade structures and insignia.
3. Know the officer ranks in the Army, Air Force, and Coast Guard.
4. Know relevant Navy and Marine Corps unrestricted and restricted line communities and applicable warfare insignias.

II. LEADERSHIP AND ETHICS

A.

1. Know and recite the Oath of Office
4. Know the Navy Ethos.

G. Demonstrate the ability to communicate effectively.

1. Demonstrate effective oral and written communication.
2. Comprehend different forms of naval correspondence.

I. Know the Navy/USMC training and qualification process (PQS, JQR and Warfare qualification).

1. Comprehend the importance of training and qualification to personal/professional development and mission readiness.

III. SEAPOWER AND NAVAL HISTORY

A.

1. Comprehend the relationship of seapower to national interests and maritime strategy in both peace and war.
2. Know the impact and significance of geography and Sea Lines of Communication on maritime strategy and naval operations.
3. Know the mission and functions of the U.S. Navy as described in maritime strategy.
4. Know the importance of maritime partnerships and coalition operations.
6. Know the importance of a forward naval presence to maritime strategy through forward stationed and rotationally deployed forces.

B. Comprehend the mission and basic organization of the Navy and Marine Corps

1. Know the operational and administrative chains of command within the Department of the

Navy.

2. Know the names and locations of the numbered Fleets and naval component commands.
 3. Know the basic size and composition of the Navy (platforms and personnel).
 4. Know the roles, responsibilities, and organization of the Reserve Component.
- C. Know the current organization of the Department of the Navy.
1. Know the relationship of Navy organization to the Department of Defense, Joint Chiefs of Staff and the unified and specified commands.
 2. Know the basic military staff organization (N, S and J-codes).

IV. PROGRAMS AND POLICIES

- A. Know basic administrative responsibilities of an officer including:
1. Personnel administrative actions with regard to officer and enlisted service records, performance evaluations, advancement recommendations and promotions.
 2. Know governing documents for naval correspondence.
 3. Know how directives are organized and revised.
 4. Know importance of documenting and evaluating training.
- C. Comprehend all current Navy and Marine Corps commissioning sources as they relate to both peers and subordinates.
- D. Comprehend the UCMJ, practice of military law and applications of regulations as they may involve a junior officer in the performance of duties.
1. Comprehend the purpose, scope and constitutional basis of Navy Regulations and the Uniform Code of Military Justice and relate these regulations to personal conduct in the military service.
 2. Comprehend and demonstrate adherence to the standards of conduct for military personnel.

Introduction

This course is designed to be basic and introductory in nature; therefore, each lesson guide is written as a quick overview of the covered topic. Each instructor will find, because of his/her own experience, expertise and subject interest, that certain lessons will easily lend themselves to expansion. While this is an easy temptation, especially when “sea stories” become intermixed, it is very important to ensure that one particular topic does not become the focus of the course. This course must keep moving. The potential volume of material directly applicable to this course is staggering and can easily overwhelm the class (and the instructor). Endeavor to reduce, simplify and present all material at the students’ level. The foundation guidelines are always the Professional Core Competencies (PCCs). This course material lends itself to a variety of teaching methods, and the instructor is encouraged to modify the course content and add personal “style” as long as the PCCs are satisfied.

The references listed in this curriculum guide are recommended for use by the instructor. Instructors should be thoroughly familiar with student assignments from the textbooks, handouts and other references/aids. In assigning homework, the instructor should differentiate between the pages or articles that the student should carefully study and those that may be scanned for familiarization only. The instructor is also encouraged to provide handouts whenever possible. Handouts and lesson presentations are included on DoDLearn, access can be granted by the Course Coordinator or NSTC N7. This material is meant to serve as a guide. It is the instructor’s responsibility to ensure all PCCs for this course are covered adequately.

Lesson topics are grouped into related major areas. The sequence begins with a broad overview, and then focuses more on individual topics. Instructors are allowed to shift the sequence as required to derive maximum benefit from guest speakers, field trips, or other unit education and training activities. Recent graduates of the unit, if available, can be a valuable addition to the presentations. Their experience in the training pipeline can be very helpful in generating interest in the subject matter.

List of Topics

Lesson	Topic	Hr	NOO	L & E	S & NH	P & P
Phase 1: MIDN NROTC						
1	Mission ROD Educational Reqs., PRB, Advisor Counseling	1				
2	MIDN Rank Structures and Battalion Organization	1	A1			
3	Uniform Regulations and Appropriate Civilian Attire	1	B			
4	Naval Admin, N-S-J Codes, ALNAVS, ALMARS and MAR /NAVADMINs			G2	C2,	A1, A2, A3, A4
5	Navy Core Values / Ethos / Oath of Office	1		A1, A4		
Phase 2: DOD Structure						
6	Mission and Organization of the DOD	1	D1		A1, A4, B1, B3, C, C1	
7	Army / Air Force / Coast Guard / Merchant Marine	1	G3			
8	UCMJ	1	A2, D, D1, D2, D2a, D2d, D2f, D2g			D, D1
9	Code of Conduct	1	A2, D1			D1, D2
Phase 3: Navy Specific Topics						
10	Navy Mission, Organization, and Reserves	1			A2, A3, A4, A6, B, B4	C
11	Navy Rank Structure/ Uniforms	1	A2, B, G2			
12	Naval Traditions, Customs, and Courtesies	1	A2, E, F, F2, F4, F5			
13	Organization of Command, Ships, and Units	1	G,	I	B1; B2	
14	Surface Warfare Community	1	A2, G4	I		
15	Aviation Community	1	A2, G4	I		
16	Submarine Community	1	A2, G4	I		
17	Other Officer Communities	1	A2, G4	I		
Phase 4: Marine Specific Topics						
18	Marine Corps Mission, Organization and Reserves	1			B	C
19	Marine Corps Rank Structure/ Uniforms	1	A2, B			
20	Marine Corps Traditions, Customs, and Courtesies	1	A2, F, F2, F4, F5			
21	MOSs	1	A2, G4	I		
22	Ground	1	G4			
23	Aviation	1	G4			
Phase 5: Navy and Marine Corps Team						
24	MEU / ARG	1	G1		C2	
25	MAGTF	1	G1			
26	Amphibious Operations	1	G1			

Instructional Aids

- I. A wide variety of Department of Defense (DOD) materials are available through the Defense Automated Visual Information System/Defense Instructional Technology Information System (DAVIS/DITIS) website at <http://productions.dodmedia.osd.mil/DAVIS/>. This site contains listings and descriptions of thousands of audiovisual productions/videotapes and interactive multimedia instruction products used by DOD.
- II. Other videos may be obtained from university or community libraries, online vendors, online in public domain areas (without cost), or purchased by the unit through commercial vendors. (NOTE: When purchasing videos, units should consider the copyright laws that allow video usage for educational purposes/classroom use only.)
- III. Instructors should be aware that commercial videos provided by NSTC or purchased by the unit are for use in an academic setting only. They are not to be reproduced, sold, copied, or shown in their entirety. Academic privileges allow instructors to utilize portions of videos, books, articles available to the public, and other media in academia to teach and educate. Using or distributing these videos in any fashion other than outlined here and in the lesson plans may constitute copyright infringements. Many short video clips from commercial movies provide the instructors contemporary, intriguing material to provide the students with examples of the ethical issues they are trying to teach. Use these segments appropriately. Seek official legal advice for any use not mentioned in this guide. Additional guidance may be found in SECNAVINST 5870.4.

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Instructions/Directives/Publications Not provided by NSTC. Most are available online at <http://www.marines.mil/News/Publications.aspx>, <http://www.npc.navy.mil/>

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Special Operations (1140) Community Brief

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Lesson Guides

Phase I: MIDN NROTC

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Lesson 1: Mission, ROD, Educational Req, PRB, Advisor Counseling (1 hr)

I. Learning Objectives

- A. The student will know the mission and intent of the NROTC Program.
- B. The student will be familiar with each of the NROTC scholarship programs.
- C. The student will comprehend the academic course requirements for each NROTC program.
- D. The student will be familiar with performance review board procedures.
- E. The student will comprehend the circumstances under which an NROTC student might be required to appear before a performance review board.
- F. The student will know the physical fitness and swimming requirements for the NROTC program.
- G. The student will know the standards of conduct and aptitude requirements of the NROTC Program.
- H. The student will comprehend the obligations incurred by subscribing to the NROTC Honor Code.
- I. The student will know the organization of the NROTC academic program.
- J. The student will know the local battalion organization and chain of command.

II. References and Texts

- A. Instructor references
 - 1. NSTCINST 1533.2 (Series), "Regulations for Officer Development for the Naval Reserve Officers Training Corps"
 - 2. OPNAVINST 6110.1 (Series), "Physical Readiness Program"
- B. Student texts: University specific Midshipman Handbook

III. Instructional Aids

- A. Whiteboard/chalkboard
- B. Computer/projection system
- C. DODLearn and/or locally prepared PowerPoint slides

IV. Suggested Methods and Procedures

- A. Instructors should keep in mind that if students are to excel in the program, they must know the requirements and limits of the programs.
- B. Procedural and student activity options: Lecture

V. Presentation

A. Describe the NROTC program.

1. Mission: To develop future officers mentally, morally, and physically, and to instill in them the highest ideals of duty, loyalty, and the core values of Honor, Courage, and Commitment in order to commission college graduates as Naval officers who possess a basic professional background, are motivated toward careers in the Naval Service, and have a potential for future development in mind and character so as to assume the highest responsibilities of command, citizenship, and government.
2. Goals. The primary objectives of the NROTC Program are to imbue in students a strong moral compass, self-discipline, and a passion to serve and to provide NROTC students with:
 - a. An understanding of the fundamental concepts and principles of Naval Science.
 - b. A basic understanding of associated professional knowledge.
 - c. An appreciation of the requirements for national security.
 - d. An educational background which will allow students to perform successfully in their careers, pursue continuing education in a field of application, and further their interest in the Naval Service.
 - e. A high state of physical readiness.
3. Intent. The intent of NROTC is to provide officer accessions for the Navy and Marine Corps and to provide and maintain Naval officer strength by:
 - a. Qualifying students for appointment as Ensigns in the Navy or Second Lieutenants in the Marine Corps.
 - b. Increased dissemination of information concerning the Navy and Marine Corps, and their purposes, ideals, and achievements, thereby gaining and holding increased public interest in the maintenance of adequate naval preparedness.

B. Present an overview of the following NROTC scholarship programs and discuss the various requirements, opportunities and benefits for each.

1. National Scholarship Program. Students are selected from national competition and are appointed Midshipman, Naval Reserve. They are granted compensation for a total period normally not to exceed four years (40 months of benefits). Certain technical majors may require additional time to complete the degree requirements. In such cases, extended scholarship benefits may be available. During this period of college, the Navy pays for tuition, authorized academic fees, a textbook stipend, subsistence allowance as prescribed by law and Navy policy, and provides uniforms or compensation in lieu.
2. One-, Two- or Three-Year Scholarship Program (Navy only). The selection board for this program will consider nominations for the following categories of students: College Program midshipmen, non-affiliated students, Marine to Navy Change of Option request, Nurse to Navy Unrestricted Line (URL) change of option requests (Advanced Standing only). The 1-, 2- and 3-Year National Scholarship Program is open to any college student

(College Program midshipmen or non-affiliated student) with at least 30 college semester hours (45 quarter hours), but no more than 120 college semester hours (180 quarter hours) of credits counting toward their degree, who wishes to compete for Scholarship or Advanced Standing. Only those nominees that are one or two years prior to graduation will be considered for Advanced Standing. Any 1- or 2-Year scholarship nominee who does not get selected for a scholarship will automatically be considered for Advanced Standing. Any nominee not selected for Advanced Standing will automatically be considered for Provisional Advanced Standing unless specifically NOT RECOMMENDED by the PNS.

3. NROTC College Program Basic Course. The NROTC College Program is offered to college students who wish to serve their country as commissioned officers, but who have not been awarded any form of an NROTC scholarship. College Program students are selected from those who have applied for enrollment at the NROTC unit and sign a contract in which they agree to complete certain Naval Science courses and one summer training period (if selected for Advanced Standing). The Basic Course of the College Program is designed for those students with more than two years of college coursework remaining. While in the Basic Course, students have the status of civilians.
4. NROTC College Program Advanced Course. NROTC College Program students are considered to be in Advanced Standing if they are selected by NSTC OD2 or Marine Corps Recruiting Command (MCRC) for Advanced Standing, accepted in the Advanced Course by the PNS, found physically qualified by the Department of Defense Medical Review Board (DoDMERB) and attend the third year of the Naval Science course. NROTC College Program Advanced Standing includes the third and fourth year of Naval Science classes and First Class (1/C) summer training. Every student selected for the Advanced Course must enlist in the Naval or Marine Corps Reserve prior to commencing the Advanced Course. In return for enlistment and acceptance into the Advanced Course, the Navy will provide each Advanced Standing student uniforms, Naval Science textbooks, and a subsistence allowance for a maximum of 20 months. The NROTC College Program student, upon graduation and completion of Naval Science requirements, will be commissioned as an ensign in the Navy or as a second lieutenant in the Marine Corps.
5. Seaman-to-Admiral 21 (STA-21) Program. Students are active duty enlisted personnel who apply and are selected by a board convened by NSTC. Prior to receiving orders, all STA-21 officer candidates are required to have six years of active duty service obligated, be found physically qualified, and provide a degree plan and college admissions letter to NSTC OD2. STA-21 students will complete Naval Science Institute (NSI) before reporting to the unit and must obtain a bachelor's degree in 36 months or less.
6. Marine Enlisted Commissioning Education (MECEP) Program. Students are active duty enlisted personnel with 3 years time in service at the rank of E-5 or above. Applicants are required to meet a series of pre-requisite standards before selection. Standards include minimum AFQT score of 34, or minimum SAT of 1000/ACT score of 22. Applicants are selected via a board that usually convenes three times annually.

C. Describe the organization of the NROTC academic program.

1. College academic major field of study. Midshipmen may elect to pursue any academic major provided they also complete the required Naval Science courses and the Navy-specified college courses. Students are encouraged to pursue majors in engineering, mathematics, or the physical sciences to meet technological requirements of the modern Navy. Nurse-option is also available; students apply and must be accepted to a School of

Nursing.

2. Navy-specified college courses: Calculus (6 hrs), Calculus-based Physics (6 hrs), American History/National Security Policy (3 hrs), World Culture and Regional Studies (3 hrs), and English (6 hrs).
 - a. Nurse-option students are exempt from all of these except English (6 hrs) and World Culture and Regional Studies (3 hrs).
 - b. Marine-option student are exempt from all of these except English (6 hrs) and American History/National Security Policy (3 hrs).
 - c. College Programmers must take College Algebra or Higher (6 hrs), Physical Science (6 hrs), American History/National Security Policy (3 hrs), World Culture and Regional Studies (3 hrs), and English (6 hrs).
 - d. STA-21 Officer Candidates must take Calculus (6 hrs), Calculus-based Physics (6 hrs), English (6 hrs), American History/National Security Policy (3 hrs), and World Culture and Regional Studies (3 hrs) though STA-21 Program Authorizations take precedence over the American History/National Security Policy and World Culture and Regional Studies.
3. Naval Science Courses: Introduction to Naval Science; Sea Power & Maritime Affairs, Leadership & Management; Navigation, Naval Ships System I / Engineering; Naval Ships Systems II / Weapons; Naval Operations & Seamanship; Leadership & Ethics
 - a. Navy-option students complete all requirements
 - b. Nurse-option students complete only Introduction to Naval Science, Sea Power & Maritime Affairs, Leadership & Management, and Leadership & Ethics.
 - c. Marine-option midshipmen complete Introduction to Naval Science, Sea Power & Maritime Affairs, Leadership & Management, and Leadership & Ethics, plus Evolution of Warfare and Fundamentals of Maneuver Warfare.
 - d. STA-21 Officer Candidates have taken six of the eight required courses through their attendance at the Naval Science Institute at NS Newport. They are required to take the Leadership & Management and Leadership & Ethics courses at the university.
4. Naval professional training. Ongoing through enrollment in the Naval ROTC program. Conducted during Naval Science laboratory/drill sessions, during physical fitness training periods, in the field by means of summer training assignments (cruises included), and on field trips and indoctrination visits.
5. Summer training programs. A summer training period is held annually to furnish NROTC midshipmen the opportunity to gain experience in the practical application of their studies in Naval Science. These training periods normally are four to six weeks in length. There are summer training programs in each of the three summers a 3-1/2 or four-year scholarship student is in the NROTC Program. Students who earn a scholarship while in the program will not attend summer training until after they have been on scholarship for a semester. Thus, students who earn a 3½-year scholarship are eligible for cruise during the following summer. (STA-21 OC's and MECEP Marines do not participate in summer training programs, as they are required to attend classes year round.)

- a. New Student Indoctrination (NSI): Standardized orientation and indoctrination for incoming Midshipman. Conducted during the summer before freshman year.
 - b. Third-class summer training: Career Orientation and Training for Midshipmen (CORTRAMID). Conducted between the freshman and sophomore academic years for all scholarship students, CORTRAMID introduces third-class midshipmen to the surface, aviation, submarine and USMC warfare communities. Nurse- option midshipmen participate in nurse at-sea cruises as third- class midshipmen.
 - c. Second-class summer training. Conducted between the sophomore and junior academic years for four-year scholarship students, it is normally at-sea training aboard a ship or submarine with an emphasis on the enlisted community for Navy-option. Second- class midshipmen who did not participate in CORTRAMID as third-class midshipmen may do so in lieu of the second-class cruise, if billets are available.
 - d. First-class summer training. Conducted between the junior and senior academic years for all first-class NROTC midshipmen, it is normally at-sea (ship or submarine) training for Navy-option midshipmen and Officer Candidate School, Quantico, VA, for Marine-option midshipmen. Qualified first-class midshipmen may also opt for aviation, special warfare, and Foreign Exchange cruises during this summer. The first-class cruise for Nurse Corps midshipmen will be at a naval hospital.
- D. Discuss physical fitness requirements.
1. Physical Readiness Test (PRT). An essential part of the mission of the NROTC Program in preparing midshipmen for commissioning and subsequent duty is to ensure that they meet a satisfactory level of physical conditioning and are educated about the need and benefits of continuing personal fitness programs. As a measure of individual physical fitness, midshipmen shall be required to pass semiannual tests.
 2. Performance standards. Midshipmen are encouraged to attain increasing levels of achievement as they progress through the program.
 3. Testing. To meet commissioning standards, Navy Option midshipmen and STA-21 OCs must obtain a PFA score of "Good Low" (utilizing 20-24 year age group for midshipmen and appropriate age group for STA-21 OCs) as outlined in OPNAVINST 6110.1 (series) in all areas.
 - a. Risk screening. Conducted prior to actual testing.
 - b. Requirements. Navy-option midshipmen will run one and one-half miles for time, do a maximum number of push-ups in two minutes, do a maximum number of sit-ups in two minutes, and pass a sit-reach test. (As an option, and only if the unit has access to proper facilities and can conduct the evolution safely, students may complete the one-mile swim in place of the one and one-half mile run.) Marine-option midshipmen will run three miles and do pull-ups instead of pushups. Midshipmen who fail to meet the required scores on the Physical Fitness test will be subject to probation. Performance Review Boards (PRBs) will be held to assist in monitoring and encouraging success. A PRB is required upon the second failure. Disenrollment may result after two failures. Disenrollment will result after three failures. (Note that this information is subject to change annually and should be reviewed prior to dissemination).

- c. Fitness Enhancement Program (FEP). The FEP is designed to provide encouragement and support to achieving a healthy lifestyle that includes regular physical activity and a high level of physical fitness. This program is tailored to individual needs based on the current level of performance. It should be used to assist in remedial physical training for those below standard, to encourage more achievement by those individuals who barely meet the standards, and to reinforce the achievement of superior performers.
 4. Swimming test. It should be quite apparent that any Navy or Marine Corps officer must have excellent swimming abilities. Most line communities require a 2nd class qualification.
 5. Performance standards. Swimming tests shall be given to students entering the NROTC Program during the first term of their freshman year. Midshipmen must qualify as swimmer, third-class, by the start of the third-class year. Students qualifying as a swimmer, second-class, are exempt from further testing. Students qualified at lower than swimmer, second-class, must requalify annually. Qualification as swimmer, first-class, is required for flight in high performance aircraft during CORTAMID and follow-on aviation cruises, and will be administered by appropriate qualified personnel during the respective cruise.
 6. Weight control and body fat. NROTC students whose body-fat percentage exceeds established standards contained in OPNAVINST 6110.1 (series) shall be required to accomplish additional physical conditioning and shall be encouraged to obtain professional dietary assistance, if necessary, to maintain an acceptable standard. Members who are unable to meet PFA/PFT/CFT standards shall be subject to administrative action. College Program students shall not be admitted to advanced standing unless these standards are met. Failure to meet height/weight standards is a PRT failure. For seniors the PNS shall place the student on LOA and shall not commission the student prior to them subsequently meeting physical fitness and body composition standards. For freshmen through juniors who fail to meet standards, the PNS shall take disciplinary and/or remediation actions as appropriate for the severity and number of failures.
 7. STA-21 students report to the university after NSI, at which they must have passed the PRT with a Good or better. Failure to maintain this standard may result in disenrollment from the program.
- E. Discuss the NROTC Honor Code and relate it to the obligations of officers in the U.S. Armed Forces. **A MIDSHIPMAN DOES NOT LIE, CHEAT, OR STEAL.**
1. (REMINDER TO INSTRUCTOR: Military systems, which often operate under extreme duress, are built on a foundation of absolute trust and fidelity. Midshipmen do not learn that concept when they get to the fleet; rather, they take it with them to the fleet!)
 2. The naval profession is rigorous and exacting and requires that officers constantly strive to perform to the best of their abilities if they are to successfully meet the demands of naval service. To ensure NROTC graduates are properly prepared to be officers, midshipmen must meet the following standards. (Refer to NSTC M-1533.2 Series.)
- F. Discuss NROTC standards
1. Standards of conduct. NROTC students are expected to conduct themselves per the standards of socially acceptable behavior and should present a favorable and positive military image at all times.

- a. Major and minor conduct offenses:
 - 1). Generally, major offenses are those that violate the NROTC Honor Code; indicate moral turpitude, a serious breach of discipline, a hardened disregard or contempt for authority, an incorrigible lack of energy and purpose, or a culpable lack of sense of responsibility; or that bring discredit upon the naval service.
 - 2). Minor offenses are those offenses of a less serious nature that involve comparatively minor infractions of instructions, orders, regulations, or grooming standards. Repeated infractions of a minor nature may be treated as a major offense.
1. Standards of aptitude. Aptitude for the service describes an NROTC student's officer-like qualities, his/her potential as an officer, and his/her current performance in relation to his/her contemporaries. In determining the level of aptitude performance, the following factors will be considered:
 - a. Development of habits of initiative, achievement, and motivation to enhance officer potential, particularly on cruise and during other training.
 - b. Maintenance of high standards of personal honor and ethical behavior, bearing, physical fitness, and weight control.
 - c. Compliance with all requests and administrative requirements of the NROTC Program.
2. Standards of performance
 - a. Academic standards:
 - 1) Have no failing grade in any subject required for completion of degree or commissioning requirements and maintain a satisfactory cumulative grade point average of 2.5 (on 4.0 scale).
 - 2) Maintain satisfactory overall progress toward completion of degree requirements within established program time limits, maintaining full-time student status per institution regulations.
 - 3) Work to full academic potential, striving to achieve the NROTC academic goal.
 - 4) Physical Readiness/swimming standards
3. Performance Review Board (PRB). An administrative tool available to the PNS to review and make recommendations regarding the best course of action to be taken when a student fails to satisfactorily meet the conduct, aptitude, and/or performance standards of the NROTC Program.
4. BACKGROUND INFORMATION FOR INSTRUCTOR: The Class Advisor will provide the midshipman or officer candidate timely performance counseling to correct any deficiencies prior to convening a PRB. This may include remedial counseling, warnings or probation, which can be assigned prior to a PRB.)
 - a. Procedure

- 1) The affected student will be notified in writing at least seven days prior to the board. The student shall be given copies of all documents that will be presented before the board.
 - 2) The board will consist of at least three voting members and must be an uneven number. Voting board members may include other class advisors, other active or reserve officers, and one university official. The XO normally serves as the senior member of the board. The board also includes one non-voting member, referred to as the Recorder, who is normally the class advisor of the concerned midshipman or officer candidate. The non-voting member presents the case on behalf of the command.
 - 3) The concerned midshipman/officer candidate has the right to appear before the board, to submit a written statement, and to present documents or witnesses in his/her behalf. Since the PRB is an informal administrative proceeding, the midshipman/officer candidate is not entitled to be represented by an attorney at the hearing.
- b. Disposition of finding
- 1) No action.
 - 2) Warning.
 - 3) Probation. An administrative counseling tool, having no bearing on incurring obligation or receipt of benefits. Midshipmen will be notified of their status in writing, with the cause, terms, and period of the probation clearly specified.
 - 4) Leave of Absence (LOA). The PNS may deem it necessary to place a student on LOA due to continued unsatisfactory performance, specifically when there is genuine anticipation that the student may not be capable of completing the program. When placed on LOA, all benefits are stopped immediately and are forfeited for the remainder of the semester the student is on LOA.
 - 5) Disenrollment. The PNS may recommend the disenrollment of any NROTC student whose overall record or specific academic failure makes his/her value as an officer suspect.
 - 6) 30 day medical review. In cases that require medical review, the PNS can initiate an independent medical review of any health circumstances that contributed to the PRB's triggering event.
- c. The PRB's recommendation is advisory only. The PNS may take any of the above actions after considering the board's recommendations.

G. Discuss the local NROTC unit military organization.

1. Unit chain of command, including names and ranks/rates of staff personnel.
2. Battalion chain of command, including names and ranks of midshipmen officers.
3. Student/command relationship.

Lesson 2: MIDN Rank Structure and Battalion Organization (1 hr)

PCCs: NOO-A1

I. Learning Objectives

- A. The student will know the Midshipmen rank structure within the NROTC Program.
- B. The student will know the Battalion Organization within their specific University Program.
- C. The student will comprehend the selection process of billets and collateral duties within the unit.
- D. The student will be familiar with unit specific disciplinary processes.

II. References and Texts

A. Instructor references

- 1. NSTCINST 1533.2 (Series), “Regulations for Officer Development for the Naval Reserve Officers Training Corps”
- 2. Unit instructions and policies

B. Student texts:

- 1. University specific Midshipman Handbook
- 2. NSTCINST 1533.2 (Series), “Regulations for Officer Development for the Naval Reserve Officers Training Corps”

III. Instructional Aids

- A. Whiteboard/chalkboard
- B. Computer/projection system
- C. DODLearn and/or locally prepared PowerPoint slides

IV. Suggested Methods and Procedures

- A. Instructors should keep in mind that if students are to excel in the program, they must know the organizational structure of the programs.
- B. Procedural and student activity options: Lecture

V. Presentation

- A. Familiarization and overview of the Midshipmen rank structure.
- B. The students will be able to recite verbally and visually identify the Midshipmen rank structure.
- C. Present an overview of the Midshipman Battalion organizational as it applies within their specific

University/Program.

- D. The students will be familiar with the Battalion organization and the hierarchy of billets and collateral duties within the unit.
- E. The students will be familiar with the billet and collateral duties selection process within their specific unit.
- F. The student will be familiar with the internal Midshipmen Battalion's disciplinary processes.

Lesson 3: Uniform Regulations and Appropriate Civilian Attire (1 hr)

Lesson 3 PCCs: NOO-B

I. Learning Objectives

- A. The student will know the Midshipmen uniform regulations within the NROTC program.
- B. The student will know and understand what is accepted as appropriate civilian attire while participating in the NROTC program and as a Naval Officer.
- C. The student will demonstrate a knowledge of Navy/Marine Corps grooming standards.

II. References and Texts

A. Instructor references

- 1. NAVPERS 15665 (Series), "United States Navy Uniform Regulations"
- 2. MCO P 1020.34 (Series), "Marine Corps Uniform Regulations"
- 3. Unit instructions and policies

B. Student texts:

- 1. Bluejackets' Manual (current edition)
- 2. Marine Officers' Guide (current edition)
- 3. University specific Midshipman Handbook
- 4. NAVADMIN 25-14 / <http://www.new-navy-uniform.com/>

III. Instructional Aids

- A. Whiteboard/chalkboard
- B. Computer/projection system
- C. DODLearn and/or locally prepared PowerPoint slides

IV. Suggested Methods and Procedures

- A. Instructors should keep in mind that if students are to excel in the program, they must know the proper regulations while wearing Navy and Marine Corps Uniforms and what is accepted as appropriate civilian attire.
- B. Procedural and student activity options: Lecture/uniform example

V. Presentation

- A. Familiarization of the Midshipmen uniforms and their proper wear.

1. Students will demonstrate their understanding and knowledge of the uniform regulations as it pertains to the NROTC Program and specific university policies.
- B. Understanding of appropriate civilian attire while participating in the NROTC Program.
1. The students will be familiar with the expectations of Naval Officers as they apply to civilian attire both while in class and on liberty.

Lesson 4: Naval Admin, N-S-J Codes, ALNAVS, ALMARS, and MAR/NAVADMINs (1 hr)

Lesson 4 PCCs: L&E-G2, P&P-A1: A2: A3,

I. Learning Objectives

- A. The student will know and be able to apply the rules of Basic Naval Correspondence.
- B. The student will know local expectations for correspondence.
- C. The student will know where to find and how to comprehend ALNAVS, NAVADMINs, and MARADMINs as a source of administrative communication within the Navy and Marine Corps.

II. References and Texts

- A. Instructor reference: SECNAV M-5216.5 (Series), "Department of the Navy Correspondence Manual"
- B. Student text:
 - 1. SECNAV M-5216.5 (Series), "Department of the Navy Correspondence Manual"
 - 2. The Naval Officer's Guide, Chapter 3
 - 3. The Bluejacket's Manual, Chapter 19

III. Instructional Aids

- A. Whiteboard/chalkboard
- B. Computer/projection system
- C. DODLearn and/or locally prepared PowerPoint slides

IV. Suggested Methods and Procedures

- A. Recommend covering basic material, especially the Correspondence Manual, and then presenting examples of common types of correspondence for which Midshipmen are responsible at your unit. Also recommend presenting examples of correspondence that are commonly used by junior officers.
- B. Procedural and student activity options:
 - 1. Give students the link to the Correspondence Manual in advance, so they can become familiar with the material ahead of time.
 - 2. Prepare slides with some common correspondence examples.

V. Presentation

- A. Importance of proper correspondence

1. Clear concise directions down chain of command.
2. Avoidance of misunderstandings.
3. Response to tasking from supervisor.
4. A direct reflection of your professionalism.
5. Check carefully for proper format.
6. Check carefully for spelling and grammatical errors.

B. Types of Naval Correspondence

1. Naval Messages (covered in depth in the Leadership & Ethics)
2. Formal Letters
3. Memorandums
4. Electronic Mail
 - a. Less formal modern communication method.
 - b. Open with rank and name of individual.
 - c. Close with appropriate salutation.
 - d. Respectfully — Abbreviated R/; used for same or lesser ranked personnel.
 - e. Very Respectfully — Abbreviated V/R; used for higher ranked personnel.
 - f. For non-DoD civilians, consider using “Sincerely” to avoid confusion with standard abbreviations above.
5. Reiterate that SECNAVINST 5216.5 is the official guidance for all Naval correspondence.

C. Personally Identifiable Information (PII) and Protected Health Information (PHI)

1. PII Definitions: any information about an individual that can be traced or linked to that individual, including: education, financial transactions, medical history, criminal history, employment history, date of birth, social security number, address, biometric information, phone number, etc.
2. PII Scenarios:
 - a. Email Scamming
 - b. CAC/ID Protection
3. PII Training:
 - a. Unit-specific training

b. Service-specific training

Lesson 5: Navy Core Values/Ethos/Oath of Office (1 hr)

Lesson 5 PCCs: L&E-A1 and A4

I. Learning Objectives

- A. The student will be able to recite the Oath of Office
- B. The student will comprehend what Naval Core Values are and how they serve as the basis for decision making and ethical behavior.
- C. The student will comprehend the personal and organizational benefits of having strong core values and how these values contribute to the readiness of the Navy and Marine Corps.
- D. The student will comprehend the relationship of Core Values to the role and moral and ethical responsibilities of a naval leader.
- E. The student will comprehend the U.S. Navy Ethos and how it reinforces the Core Values, identity of the Naval Service, commitment to diversity and serves as the basis of Service Before Self.
- F. The student will know the various traits of an effective leader.
- G. The student will comprehend how personal ethics relate to the effectiveness of a leader.
- H. The student will comprehend the importance of the Sailor's Creed to the conduct of both officer and enlisted personnel.

II. References and Texts

A. Instructor references

- 1. The Naval Officer's Guide, Chapter 2
- 2. The Bluejacket's Manual, Chapter 4
- 3. Division Officer's Guide, Chapter 6
- 4. Ethics for the Junior Officer (or other available case studies)
- 5. Department of the Navy Ethics website, "The Ethics Compass," (Available at <http://ethics.navy.mil>)
- 6. OPNAVINST 3120.32 (Series), "Standard Organization and Regulations Manual (SORM) of the U.S. Navy"
- 7. Chief of Naval Operations. The Maritime Strategy. (Available at: www.navy.mil/maritime)
- 8. U.S. Navy Ethos (Available at: http://www.navy.mil/features/ethos/navy_ethos2.html)

B. Student texts

- 1. The Bluejacket's Manual, Chapter 4A

2. The Naval Officer's Guide, Chapter 2

III. Instructional Aids: Computer/projection system

IV. Suggested Methods and Procedures

- A. Guided discussions with heavy emphasis on student participation. Knowing what core values and leadership traits are is important, but causing the student to internalize these traits is the real goal.
- B. For case studies, the instructor may use choose from any of the 121 "Issues" presented in Ethics for the Junior Officer: Selected Cases from Current Military Experience or other historical or current case studies to illustrate a point relating to this lesson. (Instructor is given latitude in selecting these case studies based upon personal experience, current Navy climate and the amount of discussion time available.)
- C. Get at what the class is really thinking. Drive those thoughts to the top so that each individual becomes aware of sensitivities, signals sent, and false impressions.
- D. Fear: Making choices based on fear causes an erosion of values. (The instructor may use the "Frogs" Case Study from Lesson 16 as a discussion reference.) What motivates individuals to make decisions? One may find several recurring themes. Emphasize to the students that poor choices are often made because of fear.
 - 1. Fear the system would not support them or the system would not react appropriately.
 - 2. Fear they might get a peer or senior into trouble.
 - 3. Fear they might be "blackballed" or excluded from the hot running group.
- E. Middle-of-the-road: Should the subject of religion and religious heritage arise, take the middle-of-the-road approach. Everyone brings their religious heritage with him or her, whatever their background. Navy Core Values encompass the values expected of a Navy member.
- F. Affecting outcomes: "What can I do?" is a difficult question requiring an answer during this lesson
 - 1. Recognize and reward the right kind of behavior when so empowered.
 - 2. Work on creating positive peer pressure.
 - 3. Know your people and be sensitive.
 - 4. Think! Are you sending the right signals by your actions?
 - 5. Become involved and communicate up and down the chain of command.

V. Presentation

- A. Opening remarks. (Presented by CO/XO, if possible.)
 - 1. The nation and the Naval Services are facing many difficult challenges.
 - a. High operational tempo

- b. Reorganization
 - c. Cultural changes
 - d. Budget challenges
 - e. A reduced and changing work force that must "do more with less."
2. To meet these challenges, we must work to use our most valuable resource -- our people -- to their maximum potential.
 - a. We will have a diverse work force with more people from different educational, cultural, and religious backgrounds.
 - b. Your challenge will be to create a work environment in which all your people can work to their maximum potential -- free of bigotry and harassment.
 - c. Without this environment, teamwork, cooperation and mutual respect cannot flourish. Do the right thing and set the right example. Helping and coaching junior people to model this behavior is the job of leaders.
 3. We must learn from the challenges and tribulations of others to not repeat their mistakes. We must be willing to learn, to adjust, and to be proactive in communicating and living the values of the organization.

B. Core Values (Presented by instructor.)

1. The Department of the Navy adopted honor, courage, and commitment as the Navy's Core Values.
2. "As in our past, we are dedicated to the Core Values of Honor, Courage, and Commitment to build the foundation of trust and leadership upon which our strength is based and victory is achieved. These principles on which the U.S. Navy and the U.S. Marine Corps were founded continue to guide us today. Every member of the Naval Service – active, reserve, and civilian, must understand and live by our Core Values. For more than two hundred years, members of the Naval Service have stood ready to protect our nation and our freedom. We are ready today to carry out any mission, deter conflict around the globe, and if called upon to fight, be victorious. We will be faithful to our Core Values of Honor, Courage, and Commitment as our abiding duty and privilege."
3. This is not a "watchdog" policy on your shipmates or seniors, but rather an internal check on how we conduct ourselves in our everyday business.

C. Detractors

1. We must do everything we can to create a climate that enhances esprit de corps, self-esteem and teamwork. Anything that detracts from this must be eliminated. What detractors are there? Possible answers:
 - a. Gun-decking
 - b. Fraternization

- c. Racism
 - d. Sexual harassment
- 2. What does this say about society? About the Navy? About the Marine Corps?
- 3. What kinds of behavior have you seen displayed that suggest some individuals within our society have diminished values?
 - a. Sexual harassment
 - b. Racial Discrimination
 - c. Cheating
 - d. Stealing
 - e. Financial Irresponsibility
- 4. Are these problems also found in our service?
- 5. Are these problems or merely symptoms of larger cause?
- 6. What might be some of the root causes for the lack of values within an individual or a community?
- D. Make the point we want to change the image we see in the mirror.
- E. Discuss why Navy and Marine Corps personnel are held to a higher standard.
 - 1. The reason has to do with our value system.
 - 2. Our first exposure to values comes from the family.
 - 3. What types of values did you learn as a child?
 - 4. These values are part of your individual values.
- F. Honor: A keen sense of ethical conduct.
 - 1. What do the terms integrity/ethics/and honesty mean to you?
 - a. Integrity: Firm adherence to a code of espoused values.
 - b. What are some examples of situations that require integrity?
 - c. Ethics: Conforming to accepted professional (or personal) standards of conduct.
 - d. Honesty: A fairness and straightforwardness of conduct.
 - 2. What is responsibility?
 - a. Moral or mental?

3. Where is your final loyalty as an officer? The Constitution. Reminder: The chain is only as strong as the weakest link.
 4. What is valor? Strength of mind or spirit that enables one to encounter danger with firmness.
- G. Courage is the mental or moral strength to resist opposition, danger, or hardship.
1. What is loyalty? Faithfulness to a cause, ideal, custom, or government.
 2. What happens when loyalty is misplaced? The greatest good for the greatest number is not represented. Loyalty to the chain of command when that chain of command fails to represent Navy Core Values is misplaced loyalty.
 3. What is patriotism? Selflessness for country.
- H. Commitment is the state of being obligated or emotionally impelled.
1. What does commitment mean to you? (Possible answers: Pride of workmanship; integrity; acting in a manner appropriate for the job.)
 2. What is teamwork?
 3. What values affect teamwork? Values affect all aspects of individuals and must affect teams, since individuals are what teams are made of.
 4. Why is concern for people important?
 - a. It reinforces personal worth of people; helps create a quality environment where their contributions count; is an integral component of teamwork.
 - b. Why is it important to have? Creates an environment where effectiveness and efficiency can result.
 - c. These are desired the attributes of all naval officers, as well as all naval personnel.
- I. The Navy's Code of Conduct is most often brought up in reference to Prisoners of War and the importance that code was to them in their ability to resist capture, torture, information divulgence, etc. The students should be able to recite the Code of Conduct verbatim. A short group discussion on the history and importance of the Code, emphasizing how it affects Naval leaders today, is appropriate. While this lesson will not discuss the conditions encountered in combat or a prisoner of war setting, it is important for the midshipmen to understand that the scope of the Core Values extends to combat conditions, including prisoner of war situations
- J. U.S. Navy Ethos
1. The Ethos reinforces the philosophy of the Core Values.
 2. The Ethos specifically defines the importance of integrity, the cornerstone of the Core Values of Honor and Commitment.
 3. Key elements of purpose, identity and pride of Naval Service are specified.

4. Embracing and respect for diversity.
5. Service Before Self
6. U.S. Navy Ethos:

“We are the United States Navy, our Nation's sea power - ready guardians of peace, victorious in war.

We are professional Sailors and Civilians - a diverse and agile force exemplifying the highest standards of service to our Nation, at home and abroad, at sea and ashore.

Integrity is the foundation of our conduct; respect for others is fundamental to our character; decisive leadership is crucial to our success.

We are a team, disciplined and well-prepared, committed to mission accomplishment. We do not waver in our dedication and accountability to our shipmates and families.

We are patriots, forged by the Navy's core values of Honor, Courage and Commitment. In times of war and peace, our actions reflect our proud heritage and tradition.

We defend our Nation and prevail in the face of adversity with strength, determination, and dignity.

We are the United States Navy.”

K. The Sailor's Creed

1. Basis for a code of ethics for all Sailors (Officer and Enlisted).
2. This is an important point impacting unity and esprit de corps.
3. Sailor's Creed:

“I am a United States Sailor.

I will support and defend the Constitution of the United States of America and I will obey the orders of those appointed over me.

I represent the fighting spirit of the Navy and those who have gone before me to defend freedom and democracy around the world.

I proudly serve my country's Navy combat team with Honor, Courage and Commitment. I am committed to excellence and the fair treatment of all.”

Phase 2: DOD Structure

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Lesson 6: Mission and Organization of the DOD (1 hr)

Lesson 6 PCCs: NOO-D1, S&NH-A1, S&NH-A4, S&NH-B1, S&NH-B3, S&NH-C1

I. Learning Objectives

- A. The student will know the current organization and missions of the Department of Defense and the relationship of this organization to the Armed Forces, the National Security Council, Joint Chiefs of Staff, and unified and specified commands.
- B. The student will comprehend the concept of command and control as an exercise of authority and direction by a properly designated commander over assigned forces in the accomplishment of a mission.
- C. The student will know the concepts of naval command and control within the Armed Forces.
- D. The student will know the chain of operational command from the National Command Authority to the platform commander.

II. References and Texts

A. Instructor references

- 1. The Naval Officer's Guide, Chapter 11
- 2. The Marine Officer's Guide, Chapter 3
- 3. Bluejacket's Manual, Chapter 1, Appendix A
- 4. Doctrine of the Armed Forces of the United States, Joint Pub 1

B. Student texts

- 1. The Naval Officer's Guide, Chapter 11
- 2. The Marine Officer's Guide, Chapter 3

III. Instructional Aids

- A. Whiteboard/chalkboard
- B. Computer/projection system
- C. DODLearn and/or locally prepared PowerPoint slides. Note: careful attention should be given to the slides identifying key personnel, i.e. SECDEF, CJCS, etc. to ensure they are up to date

IV. Suggested Methods and Procedures: Lecture

V. Presentation

- A. Department of Defense (DOD) organization.

1. The DOD is the successor agency to the National Military Establishment created by the National Security Act of 1947. It was established as an executive department of the government by the National Security Act Amendments of 1949, with the Secretary of Defense as its head.
 2. There are three primary provisions of the amendments:
 - a. The establishment of three military departments (Army, Navy and Air Force) under the Secretary of Defense (SECDEF).
 - b. The organization of each military department under its own Secretary.
 - c. The establishment of unified and specified commands.
 3. The intent of the National Security Act and amendments were to:
 - a. Increase civilian control of Armed Forces to be consistent with the constitutional requirements of maintaining civilian control of the U.S. Armed Forces.
 - b. Eliminate unnecessary duplication.
 - c. Provide more efficient inter-service cooperation.
 - d. Provide a unified strategic direction of the Armed Forces.
 4. Missions of the DOD:
 - a. Support and defend the Constitution of the United States against all enemies.
 - b. Protect the United States, its possessions, and areas vital to its interests.
 - c. Advance the policies and interests of the United States.
 - d. Safeguard the internal security of the United States.
- B. The Secretary of Defense (SECDEF)
1. The Office of Secretary of Defense was created by the National Security Act of 1947 as the successor to the Secretary of War.
 2. The SECDEF is the principal defense policy advisor to the President and is responsible for the formulation of general defense policy and policy related to all matters of direct and primary concern to DOD.
 3. The SECDEF is a member of the President's Cabinet and the National Security Council (NSC), which advises the President about the integration of domestic, foreign, and military policies relating to national security.
- C. The Joint Chiefs of Staff (JCS)
1. The JCS was established informally in WWII and was modeled after the British Chiefs of

Staff.

2. Under the National Security Act of 1947, the JCS was created as a permanent agency.
3. The Chairman of the JCS is appointed by the President from the Army, Navy or Air Force and is the principal military advisor to the President, NSC, and SECDEF. He/she is the senior military advisor in the country, but may not exercise military command over the JCS or any of the armed services.
4. The JCS consists of the Chairman, Vice-Chairman, the Chiefs of Staff of Army and Air Force, the Chief of Naval Operations, and the Commandant of the Marine Corps.
5. The members of the JCS, other than the Chairman, are military advisors who may provide additional information upon request of the President, the NSC, or SECDEF.

D. Unified commands

1. Effective use of U.S. military power requires joint effort of all land, naval and air forces.
2. The National Security Act stated that each military department and service must coordinate to fulfill certain specific combat functions and for administering and supporting these forces.
3. Unified commands provide the ability to combine forces effectively.
4. A unified command is composed of forces from two or more services, has a broad and continuing mission and is organized on a geographic or functional basis.
5. Operation DESERT STORM/SHIELD in 1990/1991 and Operation IRAQI FREEDOM from 2003 to present were organized under the U.S. Central Command.
6. The Unified Command Plan establishes the missions and geographic responsibilities among the combatant commanders.
7. A functional combatant commander also has a broad and continuing mission, but is organized based on their function. Functional combatant commands are often supporting commands to geographic commands with world-wide roles.

E. Specified commands. A specified command also has a broad and continuing mission, but is organized of forces from a single service. Like the unified commands, the specified commands reported directly to the JCS instead of their respective service chiefs. These commands have not existed since the Strategic Air Command was disestablished in 1992. The relevant section of federal law, however, remains unchanged, and the President retains the power to establish a new specified command.

F. Command and Control

1. (Discuss operational and administrative organization with emphasis on command and control). Command and control follows two distinct but simultaneously existent constructs based on administrative or operational missions.
 - a. Operational command

- 1). Used for direction of combatant forces.
 - 2). Consist of task groups, task forces, etc.
 - 3). Normally change as one deploys and moves into different geographic command areas of responsibility or functional missions. (This is specifically applicable to Marines that deployment on a MEU).
- b. Administrative command
- 1). Provide support for the operational forces.
 - 2). Focused on Man, Train and Equip roles.
 - 3). Legal and courts martial authorities reside in the administrative chain of command.

Lesson 7: Army/Air Force/Coast Guard/Merchant Marine (1 hr)

Lesson 7 PCCs: NOO-G3

I. Learning Objectives

- A. The student will know the major missions and functions of the U.S. Army, U.S. Air Force, and U.S. Coast Guard.
- B. The student will know the major organizational components of the U.S. Army, U.S. Air Force, and U.S. Coast Guard.
- C. The student will know the mission, functions and organization of the U.S. Merchant Marine as an element of national defense preparedness.

II. References and Texts

A. Instructor References

- 1. The Naval Officer's Guide, Chapter 11
- 2. The Marine Officer's Guide, Chapter 3
- 3. Bluejacket's Manual, Chapter 1, Appendix A
- 4. Doctrine of the Armed Forces of the United States, Joint Pub 1

B. Student Texts

- 1. The Naval Officer's Guide, Chapter 11
- 2. The Marine Officer's Guide, Chapter 3

III. Instructional Aids

- A. Whiteboard/chalkboard
- B. Computer/projection system
- C. DODLearn and/or locally prepared PowerPoint slides

IV. Suggested Methods and Procedures: Lecture: For those units co-located with Army and/or Air Force ROTC units, have staff officers from the other services brief on their respective services.

V. Presentation

A. The U.S. Army Missions and Functions

- 1. The United States Army today is a "force projection Army." The US Army's mission is to fight and win our Nation's wars by providing prompt, sustained land dominance across the full range of military operations and spectrum of conflict in support of combatant commanders. Today's Army is unlike that of the Cold War era. The Army then was

forward-based. Today's is essentially CONUS-based and relies on the services of the Navy and Air Force to transport and project the Army into the theater of operation.

2. There are three phases or elements in an Army operation:

- a. Mobilization (Active and Reserve units).
- b. Deployment (utilizing other services as necessary).
- c. Operational.
- d. Depending on the definition of war, military operations may or may not be involved in confrontation and conflict. This is known as Operations Other-Than-War (OOTW). (Examples: disaster relief, fighting forest fires, drug interdiction, etc.)

3. Functions

- a. Organize, train, and equip forces for land-combat operations designed to defeat enemy land forces, seize and occupy land areas.
- b. Provide air defense units to defend friendly territory from air attack.
- c. Coordinate for joint amphibious operations with other services.
- d. Conduct special operations.
- e. Develop doctrines, procedures, and plans in conjunction with other services engaged in airborne operations.
- f. Train and provide occupational forces and establishment of military government.
- g. Provide humanitarian relief during national disasters.
- h. Assist civilian communities during disturbances.
- i. Assist with civic action programs.

B. U. S. Army organizational components (Major)

1. Basic branches and purposes

- a. Combat Arms
 - 1). Infantry -- Leads infantry soldiers and employs combined-arms teams in combat.
 - 2). Armor -- Leads armored forces and employs combined-arms teams in close combat.
 - 3). Field artillery -- Provides fire support to ground forces
 - 4). Air defense artillery -- Employs air defense artillery weapons against enemy aircraft or missile attack.
 - 5). Aviation -- Participates in the entire spectrum of Army missions (i.e., combat, combat

support, and combat service support).

- 6). Special Forces -- Accomplishes missions of unconventional warfare, foreign internal defense, direct action, strategic reconnaissance, and counter terrorism.
- 7). Corps of Engineers -- Leads engineer soldiers in combat and combat support operations and carries out construction management and facilities engineering in the field.

b. Combat Support Arms

- 1). Signal Corps -- Plans and manages communication systems from combat units to the nation's defense communications system.
- 2). Military Police Corps -- Supports combat operations, enforcement of laws and regulations, security of government property, criminal investigative operations, and the discharging of correctional functions.
- 3). Military Intelligence -- Plans, conducts, and supervises collection, analysis, production, and dissemination of finished intelligence products.
- 4). Civil Affairs -- Commands, controls, and coordinates civil military operations and civil administration.
- 5). Chemical Corps -- Responsible for operations, training, scientific development, and acquisition in support of nuclear, biological, and chemical (NBC) defense programs.

c. Combat Service Support Arms

- 1). Adjutant General Corps -- Manages the Army's administrative and personnel needs.
- 2). Finance Corps -- Responsible for management of the Army's financial resources.

d. Ordnance Corps -- Maintenance and life-cycle management of armament, conventional and special munitions, test equipment, management of air-defense and land-combat missile systems and construction material.

e. Quartermaster Corps -- Plans and directs all phases of the acquisition cycle along with preservation of all equipment and supplies.

2. Special branches

- a. Judge Advocate General Corps
- b. Chaplain Corps
- c. Medical Corps
- d. Dental Corps
- e. Veterinary Corps (only service to have DVMs)
- f. Nurse Corps

- g. Medical Specialist Corps -- Dieticians, physical therapists, occupational therapists.
 - h. Medical Service Corps -- Administrative, technical, and scientific support for medical department.
3. Department of the Army organization
- a. Secretary of the Army -- Appointed civilian; responsible for all affairs affecting the Department of the Army.
 - b. Staffs
 - 1). Office of the Chief of Staff -- Principle military advisor to the Secretary of the Army and is charged by him with the planning, development, and execution of the Army program.
 - 2). General Staff -- Responsible for operations and plans, personnel, and logistics.
 - 3). Special Staff -- Provide individuals to the specialty branches, including Corps of Engineers, Chaplains, Medical and Dental Corps, Judge Advocate General Corps, military intelligence, etc.
 - c. Army Reserve -- Provides combat service support.
 - d. National Guard -- Provides combat supplement.
4. Organization of tactical Army units
- a. Squads -- Smallest components; range from 4 to 10 individuals.
 - b. Platoons -- 2 or more squads; led by Lieutenants.
 - c. Companies -- 2 or more platoons, usually of the same type; limited capacity for self-support; led by Captains.
 - d. Battalions -- 2 or more company-sized units and a headquarters; generally organized by branch with the addition of administrative and logistical support; led by Lieutenant Colonels.
 - e. Brigades -- 2 or more battalions; can be part of a higher divisional structure of separate units; led by Colonels or Brigadier Generals.
 - f. Divisions -- 8 to 11 maneuver battalions, 3 to 4 field artillery battalions and an entire range of combat support and combat service support equipment and personnel; infantry, armored, mechanized infantry, airborne, air assault, and light infantry units will be present.
 - g. Corps -- Largest tactical unit; plans and conducts major operations and battles.

C. U.S. Air Force missions and functions

- 1. U.S. Air Force Mission: "To fly, fight and win in air, space and cyberspace. Our rich history and our vision guide our Airmen as we pursue our mission with excellence and integrity to

become leaders, innovators and warriors.”

2. Missions:

- a. Strategic aerospace offense
- b. Strategic aerospace defense
- c. Counter air
- d. Air interdiction (AI)
- e. Close-air support (CAS)
- f. Special operations
- g. Airlift
- h. Aerospace surveillance and reconnaissance
- i. Aerospace maritime operations

3. Functions:

- a. Strategic aerospace offense
 - 1). The objective is to neutralize or destroy an enemy's war-sustaining capabilities or will to fight.
 - 2). Attacks directed against an enemy's key military, political, and economic power base.
- b. Strategic aerospace defense
 - 1). The objectives are to integrate aerospace warning, control, and intercept forces to detect, identify, and destroy enemy forces attacking our nation's war-sustaining capabilities or will to fight.
 - 2). Strategic aerospace defense forces provide warning and assessment of strategic attack to the National Command Authority through extensive network or warning sensors, both on the earth's surface and throughout aerospace.
- c. Counter air
 - 1). The objectives are to gain control of the aerospace environment.
 - 2). Offensive counter air (OCA) -- Aerospace operations conducted to seek out and neutralize or destroy enemy aerospace forces at a time and place of our choosing.
 - 3). Suppression of enemy air defense (SEAD) -- Aerospace operations which neutralize, destroy, or temporarily degrade enemy air defensive systems in a specific area by physical and/or electronic attack.
 - 4). Defensive counter air (DCA) -- Aerospace operations conducted to detect, identify,

intercept, and destroy enemy aerospace forces that are attempting to attack friendly forces or penetrate friendly airspace.

5). Air interdiction (AI). The objectives are to delay, disrupt, divert, or destroy an enemy's military potential before it can be brought to bear effectively against friendly forces.

6). Close-air support (CAS)

a). The objectives are to support ground operations by attacking hostile targets in close proximity to friendly ground forces.

b). Requires detailed coordination and integration with the fire and maneuver plans of friendly surface forces.

d. Special operations

1). The objectives are to influence the accomplishment of strategic or tactical objectives, normally through the conduct of low visibility, covert or clandestine military operations.

2). Usually conducted in enemy-controlled or politically sensitive areas.

e. Airlift

1). The objectives are to deploy, employ, and sustain military forces through transportation of men, equipment, and supplies in the air.

2). Combat missions

a). Air drop

b). Extraction

c). Air landing of ground forces and supplies into combat

d). Combat support missions. Logistics support transportation of personnel and equipment.

3). Two perspectives of airlift

a). Strategic: Inter-theater

b). Tactical: Intra-theater

c). Aerospace surveillance and reconnaissance

d). The objectives are to collect information from airborne, orbital, and surface-based sensors.

e). Surveillance operations collect information continuously from aerospace, surface and subsurface sources.

f). Reconnaissance operations are directed toward localized or specific targets.

- f. Aerospace maritime operations. The objectives are to neutralize or destroy enemy naval forces and to protect friendly naval forces and shipping.
 - g. U.S. Air Force organizational components
- D. U.S. Coast Guard missions and functions
 - 1. New role under the Department of Homeland Security. One facet of the sweeping changes President George W. Bush made post September 11, 2001, was to realign the operational control of the U.S. Coast Guard under the newly created cabinet-level Department of Homeland Security. Prior to this change, the USCG fell under the Department of Transportation during peacetime and the Department of Defense during wartime.
 - 2. U.S. Coast Guard Mission: “To protect the public, the environment, and U.S. economic interests — in the nation's ports and waterways, along the coast, on international waters, or in any maritime region as required to support national security.”
 - 3. Missions
 - a. Enforcement of all maritime laws and treaties.
 - b. Search and rescue operations (SAR).
 - c. Enforcement of national anti-drug policy.
 - d. Installation, maintenance, upkeep, servicing, and operation of all aids to navigation, including navigation lights, channel markers, and navigational sound-signaling devices.
 - e. Ice-breaking operations to maintain clear passage in domestic waters for all commercial and military traffic.
 - f. Support of scientific research projects in the Arctic and Antarctic.
 - g. Readiness to fulfill any military function as directed.
 - h. Environmental cleanup and control.
 - i. Boating safety in domestic and inland lakes and waterways.
 - j. In wartime, provision of military reconnaissance.
 - k. Safeguarding of ports and harbors against destruction from sabotage.
 - l. Investigation of any marine disaster in domestic waters.
 - m. Instruction to the general public concerning all aspects of water and small boat safety.
- E. U.S. Merchant Marine
 - 1. Mission: The role of the Merchant Marine in defense is to augment overseas lifting capabilities of the Air Force, Navy and Marine Corps for personnel, equipment and stores. At the same time, it continues its normal role of transporting the material needed to support

the national economies of the U.S. and its allies.

2. Function: During war time, the Merchant Marine can be called upon to move troops and equipment.

3. Organization

- a. The Maritime Administration (MARAD), a unit of the Department of Transportation since 1981, is a civilian organization that regulates the U.S. shipping industry and maintains shipping reserves for the government in peacetime.
- b. In time of war or national emergency, MARAD is modified to staff the National Shipping Authority, providing positive control over the nation's shipping assets in order to ensure maximum efficiency in support of vital military and economic priorities. This is known as civil direction of shipping (CDS).
- c. In wartime, ships needed by DOD for sealift are obtained from government-maintained shipping reserves or contracted from private companies to the Military Sealift Command (MSC). Other shipping assets remain under private operation subject to government direction.
- d. All U.S.-controlled merchant ships not under direct jurisdiction of the DOD are still subject to naval control of shipping (NSC), which allows the Navy to provide the most effective possible protection for merchant ships.
- e. MARAD administers the officer training program at the U.S. Merchant Marine Academy and provides financial support to state maritime academies.

Lesson 8: UCMJ (1 hr)

Lesson 8 PCCs: NOO-A2, NOO-D, NOO-D1, NOO-D2, NOO-D2a, NOO-D2d, NOO-D2f, NOO-D2g, P&P-D, P&P-D1

I. Learning Objectives

- A. The student will comprehend the purpose, scope, and constitutional basis of U.S. Navy Regulations and the Uniform Code of Military Justice and relate these regulations to personal conduct in the military service.
- B. The student will comprehend junior officer responsibilities relative to the military justice system, including familiarization with non-judicial punishment, courts-martial, and essential publications relating to military justice.
- C. The student will know the proceedings of non-judicial punishment (NJP) and the punishment that may be awarded at NJP.
- D. The student will know the three types of courts-martial and the system of courts-martial review.
- E. The student will know the Secretary of the Navy's Standards of Conduct required of all naval personnel.

II. References and Texts

A. Instructor references

- 1. U.S. Navy Regulations
- 2. Manual for Courts-Martial
- 3. JAGINST 5800.7 (Series), "Manual of the Judge Advocate General"
- 4. Naval Law
- 5. DOD Directive 5500.7 (series), "Standards of Conduct"
- 6. DOD 5500.7R, "Joint Ethics Regulation (JER)"
- 7. Department of the Navy Ethics website, "The Ethics Compass," at: <http://ethics.navy.mil>
- 8. The Naval Officer's Guide, Appendix 3
- 9. USN/USMC Commander's Quick Reference Legal Handbook
- 10. The Bluejacket's Manual, Chapter 5

B. Student texts

- 1. The Naval Officer's Guide, Appendix B
- 2. The Marine Officer's Guide, Chapter 20

III. Instructional Aids

- A. Whiteboard/chalkboard
- B. Computer/projection system
- C. DODLearn and/or locally prepared PowerPoint slides

IV. Suggested Methods and Procedures: Lecture

V. Presentation

- A. Discuss the purpose and force of U.S. Navy Regulations as the principal regulatory document.
 - 1. Principal regulatory document of the Department of the Navy (DON).
 - 2. No other directive in the DON may conflict, alter, or amend U.S. Navy Regulations.
- B. Review the content of U.S. Navy Regulations. (Chapter notations below refer to U.S. Navy Regulations.)
 - 1. DON (Chapter 2). Discusses origin (acts of Congress, etc.), authority (powers given by Congress) and the organization found in the Navy Department, Shore Establishment, operating forces, and the Navy Reserves.
 - 2. Duties of the Commanding Officer (Chapter 8). Absolute responsibility for command. He/She can delegate authority, but not responsibility.
 - 3. Precedence, Authority, and Command (Chapter 10). Precedence of line officers, staff officers, warrant officers, midshipmen, etc. An officer, either of the line or staff corps, detailed to command by competent authority, has authority over all officers or other persons attached to the command, whatever their rank, and whether they are of the line or staff corps.
- C. Senior Officer Present (Chapter 9)
 - 1. Definition: Senior line officer of the Navy on active duty, eligible for command at sea, present in locality and in command of any part of the DON in locality.
 - 2. Authority: Shall assume command of all DON personnel when he/she deems necessary. Shall exercise authority in a manner consistent with full operational command due a commander of a unified or specified command.
- D. Honors and ceremonies (Chapter 12)
 - 1. Colors: Ceremonial hoisting and lowering of the national ensign.
 - 2. Salutes: Long-established form of greeting and recognition.
 - 3. Side Honors: Arrival or departure of civil officials, foreign officers or as directed by the senior officer present.
 - 4. Funerals: Provides for ceremonies upon the death of a military member or civil official.

- E. Rights and responsibilities of naval personnel. Redress, direct communication with the commanding officer, leave and liberty, etc.
- F. Briefly cover the background of the UCMJ.
- G. History and background: Began with Phoenicians who had very strict laws pertaining to military personnel. Sea law differs from land law (civilian and military) due to inherent hazards of sea. In 1775, "Rules for the Regulation of the Navy of the United Colonies" was created by Congress. Each service has different rules. In 1950, Congress adopted the UCMJ (uniform to all services), to take effect 31 May 1951.

- 1. Purpose: Seeks to promote good order, high morale, and discipline.
- 2. Scope: Applies to every aspect of military life.
- 3. Application.
- 4. Who is subject to UCMJ?
 - a. Active duty personnel
 - b. Reservists on active duty
 - c. Midshipmen of the Naval Academy
 - d. Retired personnel receiving benefits
 - e. Civilians under martial law. (NOTE: Civilians during times of peace are exempt from UCMJ.)
 - f. NROTC Midshipmen on Cruise/Summer Training.

NOTE: Individuals can be tried even after leaving the service for a crime committed while in the service. Also, can be tried "Double Jeopardy" in conjunction with a civilian trial, though normally not done.

- 5. Review commanding officer's non-judicial punishment (NJP).
- 6. History: Greeks had NJP; field commanders could do almost whatever they wanted. British commanders could assign death penalty as NJP. Americans have always required court-martial. NJP started in 1951 with application of Article 15 of the UCMJ.
- 7. Who may impose NJP?
 - a. COs
 - b. OICs (officers-in-charge) or their commanders
- 8. Who may receive NJP? Any military member
- 9. Right to refuse
 - a. Ashore: A member may refuse NJP and elect court-martial.

- b. At sea: No option to refuse NJP because it could undermine good order and discipline. Redress procedures still apply.

10. Nature of NJP

- a. For minor offenses only, not a trial; hence, non-judicial.
- b. Provides prompt judgment.
- c. No lawyers needed or allowed (unless CO grants specific permission).
- d. If severity of charges warrant, CO may discontinue NJP and order court martial.

H. Procedure for NJP

1. Details of offense determined by investigating officer (IO).
2. The accused must be read and acknowledge his/her rights.
3. The IO presents facts to the CO.
4. Mast
 - a. Accused has the right to make a statement and present witnesses in defense.
 - b. CO weighs findings of IO, evidence, extenuating circumstances, etc.
 - c. CO determines guilt/innocence and amount/type of punishment.
 - d. Accused can appeal on grounds that the punishment was unjust or disproportional to the offence.

I. Summary, special, and general courts-martial

1. Differences among the three to include crimes tried, maximum punishment allowed, and personnel to which each applies
2. Jurisdiction of each
3. Concerning authority of each
4. Who may serve on each court-martial
5. Right of refusal
6. System of courts-martial review

- J. The Secretary of Defense's "Standards of Conduct" for military personnel are outlined in the DOD Directive 5500.7 (series), "Standards of Conduct," and DOD Directive 5500.7R, "Joint Ethics Regulation," and are also addressed in The Bluejacket's Manual (page 111). The standards for all military personnel can be referred to as the "15 Never's" and are listed below:

Never use your position as a member of the Navy for private gain.

Never give preferential treatment to any person or organization.

Never do things that will reduce government efficiency or economy.

Never give up independence or lose your impartiality.

Never make decisions or take actions that will bypass the chain of command or go outside official channels.

Never do anything that will adversely affect the public's confidence in the U.S. Navy or U.S. government.

Never take part in any business or financial dealings that result in a conflict between your private interest and the public interest of the United States.

Never engage in any activity that might result in or reasonably be expected to create the appearance of a conflict of interest.

Never accept gifts from defense contractors or others who are trying to do business with the U.S. government.

Never use your official position to influence any person to provide any private benefit.

Never use your rank, title, position, or uniform for commercial purposes.

Never accept outside employment or take part in any activity that is incompatible with your duties or may bring discredit to the Navy.

Never take or use government property or services for other than officially approved purposes.

Never give gifts to your superiors or accept them from your subordinates.

Never conduct official business with persons whose participation in the transaction would be in violation of the law.

Lesson 9: Code of Conduct (1 hr)

Note: Optional Lesson

Lesson 9 PCCs: NOO-A2, NOO-D1, P&P-D1

I. Learning Objectives

- A. The student will comprehend the Code of Conduct and how it applies to them as a Midshipman and a Naval Officer.
- B. The student will comprehend each of the six articles and how it applies in combat environments.
- C. The student will comprehend the history of the Code of Conduct and why it is an important part of U.S. Military doctrine and tradition.

II. References and Texts

- A. Instructor references
 - 1. The Naval Officer's Guide, Chapter 2
 - 2. The Bluejacket's Manual, Chapters 4, 4A
 - 3. The Marine Officer's Guide, Chapter 14

III. Instructional Aids:

- A. Whiteboard/chalkboard
- B. Computer/projection system
- C. DODLearn and/or locally prepared PowerPoint slides

IV. Suggested Methods and Procedures: Guided discussions with heavy emphasis on student participation.

V. Presentation: Lecture/Power Point

- A. The Code of Conduct consists of six articles to members of the United States Armed Forces, addressing how they should act in combat when they must evade capture, resist while a prisoner or escape from the enemy. The code was developed following the Korean War in an effort to help future POWs deal with the pressures of captivity. It is considered an important part of U.S. military doctrine and tradition, but is not formal military law in the manner of the Uniform Code of Military Justice or public international law, such as the Geneva Conventions.
- B. The six articles of the Code of Conduct:
 - 1. Article I: I am an American, fighting in the forces which guard my country and our way of life. I am prepared to give my life in their defense.

2. Article II: I will never surrender of my own free will. If in command, I will never surrender the members of my command while they still have the means to resist.
 3. Article III: If I am captured I will continue to resist by all means available. I will make every effort to escape and aid others to escape. I will accept neither parole nor special favors from the enemy.
 4. Article IV: If I become a prisoner of war, I will keep faith with my fellow prisoners. I will give no information or take part in any action which might be harmful to my comrades. If I am senior, I will take command. If not, I will obey the lawful orders of those appointed over me and will back them up in every way.
 5. Article V: When questioned, should I become a prisoner of war, I am required to give name, rank, service number and date of birth. I will evade answering further questions to the utmost of my ability. I will make no oral or written statements disloyal to my country and its allies or harmful to their cause.
 6. Article VI: I will never forget that I am an American, fighting for freedom, responsible for my actions, and dedicated to the principles which made my country free. I will trust in my God and in the United States of America.
- C. The Code of Conduct is most often brought up in reference to Prisoners of War and the importance that code was to them in their ability to resist capture, torture, information divulgence, etc. The students should be able to recite the Code of Conduct verbatim. A short group discussion on the history and importance of the Code, emphasizing how it affects Naval leaders today is appropriate. While this lesson will not discuss the conditions encountered in combat or a prisoner of war setting, it is important for the midshipmen to understand that the scope of the Core Values extends to combat conditions, including prisoner of war situations.

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Phase 3: Navy Specific Topics

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Lesson 10: Navy Mission, Organization, and Reserves (1 hr)

Lesson 10 PCCs: S&NH-A2, S&NH-A3, S&NH-A4, S&NH-A6, S&NH-B

I. Learning Objectives

- A. The student will know the operational and administrative chains of command within the Department of the Navy.
- B. The student will comprehend the missions of the United States Navy and the United States Navy Reserve.
- C. The student will understand the importance of the nuclear triad, the nuclear chain of command, and the basics of naval nuclear weapons safety and security.
- D. The student will know the organization and importance of the Navy Reserve as a component of mobilization readiness.
- E. The student will comprehend the role the Navy Reserve plays in the total force concept whereby it provides the active fleet endurance capabilities for the demands of a full-time war footing.
- F. The student will know the role of the active forces in the training of the Navy Reserve.
- G. The student will comprehend the importance of channeling personnel serving with or under their leadership into the Navy Reserve should they decide to leave active service.

II. References and Texts

A. Instructor references

- 1. The Maritime Strategy
- 2. The Naval Officer's Guide, Chapters 13, 14, 15
- 3. The Marine Officer's Guide
- 4. Navy Reserve Fundamentals Course, NKO
- 5. The Bluejacket's Manual
- 6. Naval Doctrine Publication 1, Naval Warfare
- 7. Naval Doctrine Publication 2, Naval Intelligence
- 8. Naval Warfare Publication 4-0M, Naval Logistics
- 9. Naval Doctrine Publication 6, Naval Command and Control

B. Student texts

1. The Naval Officer's Guide, Chapters 12, 13, 16
2. The Marine Officer's Guide, Chapter 4

III. Instructional Aids

- A. Whiteboard/chalkboard
- B. Computer/projection system
- C. DODLearn and/or locally prepared PowerPoint slides

IV. Suggested Methods and Procedures

- A. Augment this lecture by using personnel from a nearby Reserve Component Commander at the nearest Navy Region and/or the staff at a Navy Operational Support Center (NOSC), formerly called Navy Reserve Centers.

V. Presentation

A. Department of the Navy Mission

1. Our Joint Maritime Strategy combines the efforts of the U.S. Navy, Marine Corps, and Coast Guard as a joint maritime force.
2. Objectives
 - a. Organize, train, equip, prepare, and maintain readiness of the U.S. Navy and Marine Corps.
 - b. Support Navy and Marine forces when assigned to unified commands.
3. Joint Maritime Strategy
 - a. Security – Maritime forces are the first line of defense with the ability to deploy quickly and reach difficult locations.
 - b. Stability – 70% of the world is water, 80% of the world's population lives on or near the coastline, and 90% of the world's commerce sails across it. Any disruption in that chain caused by instability has a direct impact on American quality of life.
 - c. Sea Power – The unifying force and common denominator that enables global security, stability, and prosperity.
 - d. Preventing wars is as important as winning wars.
 - e. Collective security – Trust and cooperation cannot be surged.
 - f. Unprecedented cooperation between the USN, USMC, and USCG.

4. Composition. The Department of the Navy consists of three distinct parts of both service members and civilians.

B. Introduction to BIG Navy organization.

1. Geographical commands
 - a. NORTHCOM
 - b. SOUTHCOM
 - c. EUCOM
 - d. CENTCOM
 - e. PACOM
 - f. AFRICOM
2. Numbered Fleet Commands
3. Naval Education and Training Command (NETC)
4. Navy Department
 - a. Secretary of the Navy (SECNAV)
 - b. Chief of Naval Operations (CNO)
 - c. Commandant of the Marine Corps (CMC)
 - d. Commandant of the Coast Guard (in times of war and national emergency)
5. Operating forces. Ships, aircraft, submarines, Marines, and direct-support bases involved in operations.
6. Shore establishments not directly involved in supporting the fleet (Recruiting Command, NROTC).
7. Functions of the Office of the Secretary of the Navy (SECNAV)
 - a. Civilian head of Navy appointed by the President
 - b. Under Secretary is SECNAV's chief assistant
 - c. Other Assistant Secretaries and Deputy Under Secretaries work in areas such as legislative affairs, program appraisal, research and development, manpower, etc.
8. Functions of the Chief of Naval Operations (CNO)
 - a. Senior military officer in the Navy (unless Chairman of JCS is a Navy Officer)
 - b. Member of JCS

- c. Principle advisor to SECNAV and President
 - d. In command of all administrative and training commands
- 9. Role of a commissioned officer as a member of the U.S. Armed Forces.
 - a. Each person entering the Naval Service takes an oath to support and defend the Constitution against all enemies, to bear true faith and allegiance, and to faithfully discharge the duties of his/her office.
 - b. The President has “special trust and confidence” in the complete dedication, professional knowledge, competence and abilities of officers and has granted extensive authority. When commissioned, new officers reaffirm the basic oath, but their commission places an even greater responsibility on them. Their commission is a contract with the nation to do all in their power to render themselves fully capable of leading men and women into war in the interest of their country. By accepting a commission, officers are accepting that obligation to uphold their bond with that basic oath.
- 10. Command and control. (Discuss operational and administrative organization with emphasis on command and control.)
- C. The U.S. Navy’s fundamental and enduring roles in support of the National Security Strategy are as follows: Projection of power from sea to land, sea control and maritime supremacy, strategic deterrence, strategic sealift, forward naval presence, humanitarian assistance and disaster response, and maritime security.
 - 1. Projection of power from sea to land. Taking the fight to the enemy; sending national and naval power ashore.
 - 2. Objectives
 - a. Deliver and support troops ashore
 - b. Secure land from the enemy
 - c. Destroy offensive capability of opponent
 - d. Harassment/Intimidation
 - 3. Tactics
 - a. Amphibious assault (Marines -- WWII, Korea, Grenada)
 - b. Naval bombardment (USS *Wisconsin* in Operation Desert Storm)
 - c. Tactical air protection (used extensively in Vietnam, Libya, Arabian Gulf)
 - d. SSBN deterrent patrol
 - 4. Forces used in power projection
 - a. Marines

- b. Carrier air wings
 - c. Naval bombardment (CG's and DDG's)
 - d. Cruise missiles (Tomahawk)
 - e. Sea control and maritime supremacy
5. Objectives
- a. Maintain use of the sea, while denying its use to the enemy. This includes air and undersea control of the sea lines of communication (SLOCs).
 - b. Ensure industrial supply lines remain open.
 - c. Reinforce/resupply military forces overseas.
 - d. Provide wartime economic/military supplies to allies.
 - e. Provide safety for naval forces that are protecting power ashore.
6. Tactics
- a. Sortie control: "Bottle up" the enemy in port through blockade such as that used in Persian Gulf/Cuban Missile Crisis.
 - b. Choke point control: Using geographic choke points to prevent enemy forces from getting to open ocean (Suez Canal).
 - c. Open-area operations: Seeking out and neutralizing the enemy on the open ocean.
 - d. Local engagement: Concentration of forces.
7. Forces used in sea control
- a. Carrier air wings
 - b. Surface combatants
 - c. Attack submarines
- D. Strategic deterrence (since WWII)
1. Objectives
- a. To deter all-out attack on U.S. or allies.
 - b. To pose the threat of unacceptable losses to a potential aggressor contemplating less than an all-out attack.
 - c. To maintain a stable international political environment.
2. Background. The Navy is responsible for one third of the nuclear triad. Under the COCOM

STRATCOM

- a. Air Element: B-52s/B-1s/ B-2s
 - b. Land Element: Minuteman III
 - c. Sea Element: Nuclear-powered, ballistic missile submarines (SSBN), *Ohio*-class
- E. Discuss recent bilateral reduction of strategic weapons by U.S./former Soviet Union.
1. Tactics
 - a. Assured second strike
 - b. Trident missile -> 4,000 mi range, 24 per sub
 - c. Submarine is survivable and credible deterrent
 - d. Controlled response. Attack plans can be changed in case of partial attack. (Tomahawk, CVN strike capability)
 - e. Deter third-world powers. May stop national attack, but not terrorist attack.
 - f. Maintain balance of power.
 2. Discuss the nuclear operational chain of command, from the National Command Authority to the individual operational unit.
 - a. Nuclear safety and security
 - b. The importance of dedicated security elements to the security of nuclear weapons at naval shore establishments
 - c. The importance of periodic inspections to assure the safety and suitability of our nuclear stockpile.
- F. Strategic sealift
1. Objective: To deliver U.S. (and allied) forces and sustaining supplies to any part of the world, whenever needed.
 2. Tactics
 - a. Prepositioning: This capability allows the United States to place sustainment supplies (e.g., large quantities of petroleum products, ammunition, etc.) near crisis areas for delivery to contingency forces. (The Maritime Prepositioning Force is not considered a part of sealift; it is considered a power- projection asset.)
 - b. Surge: The initial deployment of U.S.-based equipment and supplies in support of a contingency, transported in rapid-reinforcement shipping.
 - c. Sustainment: Shipping that transports resupply cargos to stay abreast of force consumption rates and to build up theater reserve stock levels.

G. Forward naval presence (intimidate)

1. Objectives

- a. To deter actions not in the interests of the United States or its allies.
- b. To encourage actions that are in the interests of the United States or its allies.

2. Tactics

- a. Preventative deployments. Provides forward presence; routine operations (Med, Westpac deployments).

- b. Reactive deployments. Forces deployed in response to crisis (Iran/Beirut/ Kuwait).

3. Forces used. Those forces that are best seen and present the greatest influence (Carrier strike groups, amphibious strike groups, CV/air- craft/CRUDES/ARGs/CVBGs).

a. The Navy Reserve

- b. Mission of the Navy Reserve: To deliver strategic depth and operational capability to the Navy, Marine Corps and Joint Forces.

H. Total Force Concept

1. Includes all the resources available to perform national defense missions. The Reserve Component is an integral and vital portion of the total resources.
2. Budgetary constraints do not make it feasible to provide for an active force that is capable of handling all contingencies.
3. Meaningful training ensures Reserve Sailors are ready to be used when needed.

I. History of the Reserves

1. The Revolutionary War was fought by citizen soldiers.
2. In March 1915, Congress established a federal Naval Reserve.
3. On August 29, 1916, with the prospect of World War I looming, the Navy Reserve Force was formally organized, with the first official U.S. Navy Reservists hunting enemy U-boats from the cockpits of biplanes.
4. By the summer of 1941, virtually all members of the Navy Reserve were serving on Active Duty. In the ensuing four years, the Navy would grow from a force of 383,150 to 3,405,525 at its peak. Among these numbers, most were Reserve Sailors, including five future U.S. presidents: John F. Kennedy, Lyndon B. Johnson, Richard Nixon, Gerald Ford and George H. W. Bush.
5. The five decades after WW II were marked by massive mobilizations of Reserve Sailors fueled by Cold War fears. From the Berlin Crisis to Vietnam to the defense buildup of the 1980s, situations led to both expansion of the Navy Reserve and a greater focus on

interoperability between Active Duty and Reserve Duty forces.

6. In the 1990's, more than 21,000 Navy Reserve Sailors supported Operations Desert Shield and Desert Storm.
7. Today, Navy Reserve Sailors make up approximately 20 percent of the Navy Total Force.

J. Present status of the Reserves

1. The Navy Reserve consists of approximately 109,000 Reserve Component Sailors, both officer and enlisted.
2. About 62,000 are paid Selective Reserve (SELRES) and 47,000 are Individual Ready Reserve (IRR).
3. In some warfighting capabilities, such as Intra Theater Fleet Logistics Support (VR), Adversary Squadrons (VFC), Joint Logistics Over-the-Shore (JLOTS), and Intelligence, the Navy Reserve maintains over 50% of the total Navy capability.

K. Reserve manpower categories: The Navy Reserve comprises the Ready Reserve, Standby Reserve and Retired Reserve. Each component has its own way of contributing to the overall mission.

1. Ready Reserve: The Ready Reserve provides a pool of trained service members who are ready to step in and serve whenever and wherever needed. It is made up of the Selected Reserve (SELRES) – which includes Drilling Reservists as well as Full-Time Support (FTS) personnel – and the Individual Ready Reserve (IRR).
 - a. Selected Reserve.
 - b. Drilling Reserve – Designated Reserve Component personnel who are available for recall to Active Duty. They serve as the Navy's primary source of immediate manpower. They typically fulfill the [traditional service commitment](#) of one weekend a month and two weeks a year. They receive many of the same benefits and perform many of the same duties as their Active Duty counterparts. There are approximately 52,000 drilling RC Sailors.
 - c. Full-Time Support – Designated Reserve Component personnel who perform full-time Active Duty service to support the training and administration of the Navy Reserve program. They may be assigned to shore activities and commands or operational units. FTS is a career program and FTS personnel receive the same pay, allowances and benefits as Active Duty members. There are approximately 10,000 FTS Sailors.
 - d. Individual Ready Reserve: The IRR has about 47,000 people, subject to full and partial mobilization. Members are not required to train. This group consists of individuals who have had training or have previously served in an Active Duty component or in the Selected Reserve.
2. Standby Reserve. The Standby Reserve consists of personnel who maintain their affiliation without being in the Ready Reserve, who have been designated key civilian employees, or who have a temporary hardship or disability. These individuals are not required to perform training or be part of units. The Standby Reserve is a pool of trained individuals who could be mobilized if necessary to fill manpower needs in specific skills. In time of war or national emergency declared by Congress, or when otherwise authorized by law, the Standby Reserve

may be involuntarily mobilized for the duration of the war or emergency and for six months afterward.

3. Retired Reserve. The Retired Reserve comprises all Reserve personnel who receive retired pay on the basis of active duty and/or reserve service, and all Reserve personnel who are otherwise eligible for retired pay but have not reached age 60.

L. Navy Reserve structure consists of the following:

1. Commissioned units: Squadrons, and Expeditionary Combat Commands; these are complete units delivered to an operating force.
2. Augmentation units: Over 2,500 units augment Active Navy commissioned units and operating staffs with trained personnel, permitting combat forces to operate at the highest level of readiness. May also reinforce fleet and force support activities with trained personnel to provide surge capability.
3. Organization
 - a. Chief of Navy Reserve: The Chief of Navy Reserve (CNR) is the Vice Admiral within the Department of the Navy who, subject to the authority, direction, and control of the Secretary of the Navy and the Chief of Naval Operations, is responsible for preparation, justification, and execution of the personnel, operation and maintenance, and construction budgets for the Navy Reserve.
 - b. Commander Navy Reserve Force (CNRF): CNR is dual-hatted as CNRF, responsible for the administration and management of Navy Reserve programs. Day-to-day execution of CNRF duties are accomplished by Commander, Navy Reserve Forces Command (CNRFC), a Rear Admiral headquartered in Norfolk, VA.
4. Installations:
 - a. There are 122 Navy Operational Support Centers (NOSC) across the country that provide Reserve Sailors a readiness and training facility when not at their Fleet commands. Additionally, members of NOSC commands perform mobilization processing, community outreach, CACO duties, funeral honors, and provide locations for Humanitarian Assignments (HUMS.) There is at least one NOSC in every state, in Puerto Rico, and Guam
 - b. There are two Navy Reserve Air Wings and 24 Navy Reserve squadrons comprising approximately 5% of all Navy aircraft.

Lesson 11: Navy Rank Structure/Uniforms (1 hr)

Lesson 11 PCCs: NOO-A2, NOO-B, NOO-G2

I. Learning Objectives

- A. The student will know the Navy rank structures and insignia and will be able to relate them to their equivalents in the Marine Corps, Army, and Air Force.
- B. The student will know the general apprenticeship categories and the symbol for each Navy enlisted rating classification.
- C. The student will know the requirements for the advancement in rate/promotion and change of rating.
- D. The student will know the type of training utilized to qualify for rating classification.

II. References and Texts

A. Instructor references

- 1. NAVPERS 15665I, "U.S. Navy Uniform Regulations"
- 2. The Naval Officer's Guide, Chapter 7
- 3. The Bluejacket's Manual, Chapters 3 and 4, Appendix C
- 4. NAVPERS 18068 (Series), "Manual of Navy Enlisted Manpower Personnel Classification and Occupation Standards," Sections 1 and 2
- 5. NAVADMIN 25/14, "Navy Uniforms"

B. Student texts

- 1. The Naval Officer's Guide, Chapter 7
- 2. The Bluejacket's Manual, Chapters 5, 6

III. Instructional Aids

- A. Whiteboard/chalkboard
- B. Computer/projection system
- C. DODLearn and/or locally prepared PowerPoint slides

IV. Suggested Methods and Procedures

- A. Method options: Have enlisted members of the command assist in answering questions/presenting material. Ensure enlisted members are fully up-to-date on material to be presented. Supplemental pictures and photos are also valuable.
- B. Have midshipmen wear the various midshipman uniforms for display to the class. Point out various

components of the uniforms.

V. Presentation

- A. Explain the ever-increasing need for highly skilled enlisted personnel to support the fleet.
- B. Developments in technology.
- C. Loss of qualified personnel to civilian jobs
- D. Give the definition of the following: (Refer to Chapter 2, The Bluejacket's Manual.)
 - 1. Rating -- Duty calling for certain skills and aptitudes (BM, PC, BT, etc.)
 - 2. Rate -- The level of rating (E-1, E-6, E-9, etc.)
 - 3. Petty officer -- Pay grades E-4 to E-9
 - 4. Non-rated -- E-1 to E-3 that has not been to A school.
 - 5. Recruit -- E-1 in general apprenticeship (i.e., airman recruit)
 - 6. Apprentice -- E-2, i.e., seaman apprentice
 - 7. Striker -- Person training for specific job in pay grades E-1 to E-3
- E. Explain the difference between "*rank*" and "*grade*." Officers hold "grade" (i.e., Captain, Commander, etc.). One officer can out "*rank*" another based on "*date of rank*" (DOR). Note that *grade* and *rank* are often used interchangeably. (Refer to below information and to Chapter 3 and Appendix C in The Bluejacket's Manual for Armed Forces Comparable Ranks and Abbreviations.)
- F. Explain the Navy's general rates, the color codes of their stripes, and their basic duties. (Refer to Chapter 3, The Bluejacket's Manual.)
 - 1. Seaman (SN) -- White: Performs ship-related duties
 - 2. Hospitalman (HN)/Dentalman (DN) -- White: Assists doctors/dentists in performing medical care
 - 3. Fireman (FN) -- Red: Marine engineering, crash and salvage, and ship maintenance
 - 4. Constructionman (CN) -- Blue: Operates and services construction equipment
 - 5. Airman (AN) -- Green: Performs various duties for naval air activities
- G. Briefly describe the schooling system to train enlisted personnel.
 - 1. "A" School: Provides basic technical knowledge required for job performance and later specialized training
 - 2. "C" School: Teaches advanced knowledge, skills, and techniques needed to perform a particular job

H. Briefly describe eligibility requirements for advancement in rate or change in rating.

1. Time in rate (TIR) or time in grade
2. Completion special rating requirements, security clearance requirements, warfare qualifications, citizenship, school and training requirements, occupational and military ability requirements
3. Successful completion of paygrade specific Navy Leadership Development course, which can be completed after selection.
4. Successful completion of advancement exam (E4-E7).
5. Importance of the recommendation given by the CO
6. Meritorious Advancement Program

I. Discuss procedures for determining a recruit's rating.

1. Armed Services Vocational Aptitude Battery (ASVAB) testing
2. Navy Enlisted Classification (NEC) code

J. Department of Defense Comparable Ranks: Refer to rank chart in Blue Jacket's Manual

K. U.S. Navy and Marine Corps uniform regulations

L. Uniforms. Uniform regulations are promulgated in U.S. Navy Uniform Regulations and Marine Corps Uniform Regulations. [Instructors are encouraged to show uniform photos (see DODLearn) and to display both sets of regulations.]

1. Brief history. Note that the Navy/Marine Corps uniform marks the officer as a professional - a member of a military service over 200 years old.
2. Description of types of uniforms
 - a. Officer. Discuss the different uniforms worn at the unit throughout the year. Also, mention the use of flight suits, coveralls, ball caps, etc., from fleet experience.
 - 1). Men's uniform
 - 2). Women's uniform
 - b. Enlisted. Clarify the difference between "*rate*" and "*rating*." "*Rate*" is a pay-grade within a "*rating*." ("*Rating*" refers to a particular skill/job.) In the Marine Corps, "*designator*" and *MOS* is the same as a rating.
 - 1). Men's uniform
 - 2). Women's uniform
3. Occasions for wear

- a. Different events call for various uniforms.
 - b. Discuss the specific guidance identified in the U.S. Navy Uniform Regulations and/or Marine Corps Uniform Regulations.
4. Authority to prescribe uniform
- a. *Uniform of the Day* is prescribed for all naval personnel within a command or geographical area.
 - b. The area/regional coordinators are the prescribing authority and are responsible for issuing and controlling uniform policies within their respective geographical territories. The coordinators designate a uniform for the season, day, or special occasion.
 - c. Afloat or ashore outside the jurisdiction of the area/regional coordinator is the responsibility of SOPA (Senior Officer Present, Afloat).
5. Travel in uniform
- a. Service dress blues (Navy) and service dress alphas (Marine Corps) is always legal, but often discouraged for AT/FP reasons.
 - b. A change to the uniform of the day at the destination is required to conduct business. (SDBs/SDAs may be worn for the entire trip.)
6. Special uniforms. Officers wear aiguillettes when assigned special duties. There are special uniforms that don't apply to NROTC midshipmen. If the occasion arises to wear a special uniform, refer to the U.S. Navy Uniform Regulations or Marine Corps Uniform Regulations.
7. Uniform requirements. (Since each command will dictate what is needed, discuss personal experience in uniform requirements.)
- a. Male officers
 - b. Female officers
8. Standards for correct wear and appearance of the uniform
- a. Personnel should have the correct uniform (all parts).
 - b. Uniform should be cleaned and pressed and have the proper insignia.
 - c. Personnel should check U.S. Navy Uniform Regulations or Marine Corps Uniform Regulations if unsure about uniform etiquette.
 - d. Stress leadership responsibilities of proper role model for junior personnel in wearing uniforms correctly.
9. Insignia
10. Male/female commissioned and warrant officers

- a. Cap insignia. (See The Bluejacket's Manual.)
- b. Cap visor
- c. Cap device
- d. Chin strap
- e. Sleeve insignia (rank stripes)
- f. Sleeve line and staff corps devices (See The Bluejacket's Manual.)
- g. Shoulder insignia for blue all-weather coats/raincoats and khaki jackets
- h. Grade insignia (on collar) for khaki shirts and blue shirts, long and short sleeve. (Draw a proper collar position on the board using guidance from U.S. Navy Uniform Regulations or U.S. Marine Corps Uniform Regulations.)
 - a). Collar position (different between Navy and Marine Corps)
 - b). Outer garment position

11. Enlisted

- a. Headgear insignia
 - a). E-1 to E-6 Navy: White cap, also called "Dixie cup."
 - b). E-1 to E-9 Marine Corps: Garrison cover or barracks cover.
- b. Rating badge
- c. Collar insignia (CPO and Marine Corps)
- d. Specialty marks (rating)
- e. Service stripes
- f. Striker's marks (Navy)
- g. Breast insignia (See The Bluejacket's Manual.)

12. Navy/Marine Corps grooming standards

- a. General grooming standards (based on standards such as neatness, cleanliness, safety, military image, and appearance). The primary consideration is to have a neatly groomed appearance while wearing uniforms.
- b. Grooming standards: Men
 - a). Hair
 - b). Neat, clean, well-groomed, and closely trimmed, not to interfere with headgear.

- c). Above ears and around neck shall be tapered upward at least 3/4 inch and outwards not greater than 3/4 inch to blend with hair style.
- d). Hair on back of the neck should be shaved so as to not touch the collar.
- e). The hair may not exceed four inches in length for USN and three inches for USMC, should never touch the ears or collar, and should be tapered around the sides and neck.
- f). The hair will not exceed two inches of bulk. (Bulk is defined as the distance that the mass of the hair protrudes from the scalp.)
- g). Hair coloring must look natural and complement the individual. Faddish styles and outrageous multicolored hair are not authorized.
- h). Mustache/Sideburns. Will be kept neatly and closely trimmed. No portion will extend below the lip line of the upper lip. (See the U.S. Navy Uniform Regulations or Marine Corps Uniform Regulations for specific guidance.)
- i). Wigs/Hair pieces. They are not to interfere with the proper performance of duty, or present a safety or FOD hazard.
- j). Navy. Both may be worn while in uniform only for cosmetic reasons to cover natural baldness or physical disfigurement.
- k). Marine Corps. Members of the Selected Marine Corps Reserve may wear wigs/hair pieces only during times of inactive duty.

2). Rings/Necklaces

- a). While in uniform, only one ring per hand (inconspicuous) is authorized, plus a wedding ring.
- b). Necklaces will not show above the shirt line.

c. Grooming standards: Women

1). Hair

- a). Clean, neatly shaped, and arranged in an attractive, feminine and professional style.
- b). Faddish and exaggerated styles are prohibited.
- c). Long hair, including braids, must be neatly and inconspicuously fastened, pinned, or secured to the head presenting an attractive hairstyle and may not dangle free at any point.
- d). The bulk of the hair shall not exceed 2 inches. (Bulk is defined as the distance that the mass of the hair protrudes from the scalp.) Headgear must fit properly. Buns can exceed 3 inches up to the same width of the sailor's head.

- e). As of 2018, single braid, French braid or ponytail are allowed in service, working and PT uniforms.
- 2). Fingernails.
 - a). Shall not exceed ¼-inch measured from fingertip.
 - b). Nail polish colors will complement the skin tone.
- 3). Hair ornaments
 - a). Conspicuous rubber bands, combs, and pins are not authorized.
 - b). When worn, hair ornaments shall not present a safety or FOD hazard.
 - c). A maximum of two barrettes, similar to hair color, may be used to pin hair.
- 4). Cosmetics
 - a). Shall be applied in good taste so colors blend with natural skin tone and enhance natural features.
 - b). Lipstick colors shall be conservative and complement the individual.
- 5). Long, false eyelashes shall not be worn when in uniform.
- 6). Rings/Necklaces
 - a). While in uniform, only one ring per hand is authorized, plus an engagement ring (or wedding ring set).
 - b). Necklaces will not show above neckline of blouse.
- 7). Earrings. Post-style, brushed matte finish, ¼" round
 - a). Officers: Gold-colored
 - b). Enlisted: Silver-colored
- 8). Decorations/Awards. (Briefly explain how worn.)
- 9). Ownership markings. (Briefly explain how displayed or applied).

Lesson 12: Naval Traditions, Customs, and Courtesies (1 hr)

Lesson 12 PCCs: NOO-A2, NOO-E1, NOO-F, NOO-F2, NOO-F4, NOO-F5

I. Learning Objectives

- A. The student will know the customs and traditions of the Navy and relate them to current usage.
- B. The student will know the definition of custom and its origin.
- C. The student will know the definition of tradition and its origin.
- D. The student will know the legal effect of customs in the naval service.
- E. The student will know proper procedures for conducting morning and evening colors.
- F. The student will know (and demonstrate on cruise) proper shipboard protocol with respect to quarterdeck procedures, wardroom etiquette, boarding and disembarking, rendering honors to passing ships and boat etiquette.
- G. The student will demonstrate proper military etiquette for social situations.
- H. The student will know and practice basic American flag etiquette.

II. References and Texts

A. Instructor references

- 1. U.S. Navy Regulations
- 2. The Naval Officer's Guide, Chapters 5
- 3. Division Officer's Guide
- 4. Service Etiquette
- 5. The Bluejacket's Manual
- 6. Naval Ceremonies, Customs and Traditions
- 7. Naval Orientation (NAVEDTRA 12966)

B. Student texts

- 1. The Naval Officer's Guide, Chapters 5
- 2. The Bluejacket's Manual, Chapter 3

III. Instructional Aids

- A. Whiteboard/chalkboard

- B. Computer/projection system
- C. DODLearn and/or locally prepared PowerPoint slides

IV. Suggested Methods and Procedures

- A. Relate the material to personal experiences and command social events.
- B. Establish the entry to the classroom as a “Quarterdeck” and have students “embark” and “disembark” from class.

V. Presentation

- A. Military courtesy -- the "salute"
 - 1. History of the salute
 - a. Days of chivalry. Knights raised visors to friends for identification.
 - b. Borgias. Assassination by dagger was common. It was customary to approach other men with raised hand.
 - 2. U.S. Navy. A tradition that is a modified old Royal Navy military courtesy (juniors in the Royal Navy would uncover when addressing seniors) that was shortened to the salute as we know it today.
 - 3. Significance of the salute today.
 - a. Time-honored tradition of courtesy among military personnel
 - b. Expression of mutual pride and respect
 - 4. Types of salutes (demonstrate each)
 - a. Hand salute
 - b. Hand salute under arms
 - c. Present arms
 - d. Sword salute
 - e. "Eyes right" when passing in review
 - 5. Saluting situations
 - a. Aboard naval vessels between 0800 and evening colors, salute national ensign then salute OOD and say:
 - a). FOR OFFICERS ONLY, for the vessel assigned to: "I report my return aboard."
 - b). Enlisted personnel and officers on a vessel not assigned to: "Request permission to come aboard, sir/ma'am."

- c). FOR OFFICERS ONLY, reporting to a vessel assigned to the first time: "Reporting aboard as ordered."
- b. Disembarking vessel. Salute OOD, then salute national ensign (between 0800 and evening colors) and say:
 - a). FOR OFFICERS ONLY for the vessel assigned to: "I have permission to (go ashore, leave the ship, etc.)."
 - b). Enlisted personnel and officers on a vessel not assigned to: "I request permission to (leave the ship, go ashore, etc.), sir/ma'am."
- c. Salute officers at the first meeting of the day.
- d. Salute the CO and all officers senior to him/her on every meeting.
- e. Aboard small boats
 - a). Personnel in charge of a boat not underway salute officers that come alongside or pass nearby.
 - b). Boat coxswain salutes all officers entering or leaving the boat.
 - c). If underway and passing another boat, the junior salutes the senior. The coxswain and the senior officer in each boat salute. Other officers will remain seated and salute. The boat officer and coxswain will stand if safe to do so.
 - d). During morning or evening colors, the boat will lie to, and the coxswain and/or boat officer will come to attention and salute. All others will remain seated.
- f. During the national anthem
 - a). Not in formation and covered. Stand at attention, face the national ensign or the direction of the music, salute upon hearing the first note and hold until the last note is played.
 - b). In formation and covered. Formation is brought to attention/order arms. The formation commander faces national ensign or music and renders the salute for the formation.
 - c). Uncovered. Face national ensign or music and stand at attention.
 - d). If in civilian clothes, remove hat, stand at attention, and place right hand over heart.
 - e). These rules apply to foreign national anthems as well.
- g. National ensign
 - a). When passed by or passing the national ensign as it is being carried, or is uncased, or is in a military formation, all naval personnel shall salute.
 - b). Salute when boarding or disembarking vessels.

- c). This also applies to foreign national ensigns.
- h. Military funerals
 - a). Naval personnel remain covered while in the open, but uncovered during the committal service at the grave.
 - b). During burial service at sea, all personnel remain covered throughout the committal.
 - c). As a general rule, personnel remain covered for military ceremonies, but uncovered for religious ceremonies.
 - d). Personnel render salutes whenever honors are rendered.
- i. In buildings
 - a). Do not salute unless in the official capacity (watch).
 - b). Salute in buildings only when failure to do so might cause embarrassment or a misunderstanding (i.e., at Army or Air Force).
 - c). When reporting to an office, do not render a salute.
- j. Outside
 - a). If seated, a junior should rise and face the senior and render a salute and appropriate greeting.
 - b). When reporting on deck or outside ashore, naval personnel will be covered and will render a salute.
- k. In vehicles
 - a). Juniors salute all seniors who are riding in vehicles.
 - b). Those officers in the vehicle will return salutes as able.
 - c). The driver of the vehicle is obliged to salute if stopped, but has the option when moving for safety reasons.
- l. Overtaking
 - a). When a junior passes a senior, pass to the left, salute when abreast and say: "By your leave, sir or ma'am." The senior will return the salute and say: "Very well" or "Carry on."
 - b). If seniority is unknown, salute! If in doubt, always salute.
- m. Walking with a senior
 - a). Always walk to the left of the senior.
 - b). If the senior is saluted by personnel who are junior to the officer, do not salute until

the senior officer salutes.

- n. Meeting seniors
 - a). Render salute at six paces or the nearest point of approach.
 - b). Hold salute until returned.
 - c). Accompany salutes with a greeting: "Good morning/afternoon/evening, sir or ma'am."
 - d). Salutes are rendered to all officers of the Navy, Army, Air Force, Marine Corps, Coast Guard, foreign military officers, and civilian officials who rate gun salutes.
 - o. Relieving the watch
 - a). "I am ready to relieve you, sir/ma'am." (salute)
 - b). "I am ready to be relieved." (salute)
 - c). "I relieve you, sir/ma'am." (salute)
 - d). "I stand relieved."
6. When not to salute
- a. When uncovered
 - b. In formation, except on command
 - c. In a work detail (person in charge salutes)
 - d. When engaged in athletics
 - e. If both hands are full (avoid this if possible)
 - f. In public places, when inappropriate (e.g., restaurant)
 - g. In public conveyances
 - h. At mess
 - i. WHEN IN DOUBT, SALUTE!
7. If a junior does not render a salute:
- a. Sternly request an immediate conference with that individual. (e.g., "Petty officer, please come over here.")
 - b. Remind the individual of the necessity for respect and deference to seniors.
 - c. Obtain a proper salute from the individual.

- d. Define the rank of midshipman with respect to seniority.
- 8. Shipboard courtesy
 - a. Quarterdeck
 - a). Honored, ceremonial part of a ship
 - b). Use proper boarding and disembarking procedures.
 - c). Keep immaculate and ceremonial.
 - d). Don't appear on the quarterdeck out of uniform unless arriving or departing the ship.
 - e). Smoking is not allowed in this area.
 - f). Keep hands out of pockets.
 - g). Do not engage in horseplay.
 - b. Officer of the deck is in charge and represents the CO.
 - a). Responsible for the safety and security of the ship.
 - b). All officers are subordinate except XO and CDO.
 - c). The same rules apply if the OOD is enlisted.
 - d). Discuss the OOD's authority and relationship with POOW and messenger of the watch.
 - c. Boat etiquette/vehicle etiquette
 - a). Seniors board last and leave first.
 - b). Seniors sit towards the aft while juniors sit forward.
 - d. Officers in or near enlisted spaces (mess decks, berthing)
 - a). Treat with respect.
 - b). Always uncover if on the mess deck.
 - c). These spaces are the enlisted person's home.
 - e. Officers in sick bay
 - a). Uncover prior to entering (deference to sick or injured).
 - b). Smoking is not allowed.
 - c). Officers in officer country and CPO mess. (Define the terms.)

- f. Military courtesy. Responses to senior officers:
 - a). "Yes, sir/ma'am."
 - b). "No, sir/ma'am."
 - c). "Aye, aye sir/ma'am." (I understand and will carry out your order, sir/ma'am.)
 - d). "I do not know, but I will find out, sir/ma'am."
 - e). "No excuse, sir/ma'am." (Accept responsibility; don't blame others.)
 - g. Relationships between officers and enlisted
 - a). Is often difficult for young officers to grasp.
 - b). Demonstrate mutual respect.
 - h. Never become "buddy-buddy." There is a fine line between being overly social and being the leader. This concept Personal dignity is critical to successful leadership.
 - i. Be friendly and approachable.
 - j. Be fair, consistent and, above all, firm.
 - k. Maintain a calm, cool and collected disposition. Never "sweat the load" in front of troops.
 - l. Praise in public, but reprimand in private.
 - m. Be courteous.
 - n. With women, it is acceptable to maintain civilian courtesies (e.g., open doors, ladies first, etc.).
9. Religious services
- a. Uncover.
 - b. Observe respect for religious observances on ship.
 - c. Maintain quiet.
 - d. No horseplay or card playing during services.
 - e. The church pennant is the only flag to fly above the national ensign.
10. Courtesy calls
- a. Call on CO aboard ship or station within 48 hours of reporting. This is normally arranged by the XO.
11. Correspondence

- a. When addressing members down the chain of command, or personnel of lesser rank than the officer, sign "Respectfully," or "R."
- b. When addressing members up the officer's chain of command, or officers higher in rank, sign "Very respectfully," or "V/R."
- c. Relations between junior and senior officers.
 - a). Always treat with respect/deference.
 - b). Don't "bad-mouth" seniors.
 - c). Uncover when entering a room in which a senior is or is expected.
 - d). Come to attention when a senior enters.
 - e). Be punctual. Report back promptly when tasked for action.
 - f). Treat a request from a senior as an order.
 - g). Never extend a handshake to a senior first. Let him/her initiate the handshake.
 - h). Never jump the chain of command.
- d. Wardroom etiquette
 - a). All officers belong to the wardroom mess.
 - b). The officer will be asked to contribute to the wardroom mess fund in order to establish and maintain membership.
 - c). The mess treasurer handles the money and is an elected member.
- e. President of the mess
 - a). CO on small ships
 - b). XO on large ships where CO has a separate personal mess.
- f. Seating
 - a). CO
 - b). XO
 - c). Department heads
- g. Rules of etiquette
 - a). Remove cover prior to entering the mess.
 - b). Always be in the proper uniform.

- c). If necessary to leave the mess early, the officer will excuse him or herself to the senior officer present.
- d). Introduce any guests to others.
- e). Never show up late for the mess during a formal seating. If unavoidable, apologize and request permission to join. During an informal mess when meal times are not proscribed, request permission to join.
- f). Don't loiter about the mess during working hours.
- g). Don't be noisy or boisterous.
- h). Don't talk shop, religion, politics or sex.
- i). Pay mess bill promptly.
- j). Wait for the senior member to sit before the officer does.
- k). Wait for the senior member to start to eat before the officer does.
- l). No enlisted personnel allowed.

12. Honors and Ceremonies

- a. Basic American Flag Etiquette
- b. Saluting the Flag
 - a). In uniform:
 - b). Salute the flag when it is six paces from the viewer and hold it until the flag has passed six paces beyond.
 - c). Salute the flag at the first note of the National Anthem and hold the salute until the last note is played.
 - d). In civilian attire:
 - e). Remove hats and hold at left shoulder with hand over heart; without hat, place right hand, palm open, over heart.
 - f). In athletic clothing, face the flag or music, remove hat or cap, and stand at attention.
 - g). When marching – Carry the flag on the right in any procession or parade. If there are many other flags, carry the flag in the center position.
 - h). On a vehicle – Attach the flag to the antenna or clamp the flagstaff to the right fender. Do not lay the flag over the vehicle.
 - i). Carrying the flag – Hold the flag at a slight angle from your body. You can also carry it with one hand and rest it on your right shoulder.

- c. Placing on flag stand
 - a). Multiple staffs – If you display the flag on a staff with other flags around it, place the flag at the center and highest point.
 - b). Crossed staffs – Keep the flagstaff higher and on its own right.
- d. Draping on a casket – Drape the flag with its canton at the head and over the left shoulder of the body. Do not lower the flag into the grave.
- e. Hanging the flag
 - a). On a building – Hang the flag on a staff or on a rope over the sidewalk with the stars away from the building.
 - b). Over the street – Hang the flag with the stars to the east on a north-south street or north on an east-west street.
 - c). Above other flags – Hang the flag above any other flag on the same pole.
 - d). Upside down – An upside down flag is considered a distress signal.
 - e). In a window – Hang the flag vertically with the stars to the left of anyone looking at it from the street.
 - f). Other flags/separate poles – Hang all flags on equal poles. Hang the U.S. flag on its own right; hoist it first and lower it last. Flying at half-mast – Signifies mourning. Raise the flag to the top of the pole; then lower it slowly to the halfway point. At the end of the day, raise it to the top of the pole before lowering it.
- f. On the podium
 - a). Behind a speaker – Hang the flag flat on the wall. Do not decorate the podium or table with the flag; use bunting for decoration.
 - b). Next to a speaker – Place the flag in a stand on the speaker's right. Use the same placement for a religious service.
- g. Handling and Disposal – The flag should never be allowed to touch or drag on the ground. The only proper way to dispose of faded or torn flags is to burn them. They should never be discarded in the trash.

13. Morning and evening colors

- a. Morning colors
 - a). 0800, raise the national ensign.
 - b). The color guard of the day or the band is paraded near the point of hoisting the ensign.
 - c). Five-minute warning bugle call is sounded. "Prep" pennant raised aboard ships.

- d). At 0800, "attention" is sounded on the bugle, followed by the national anthem. "To the colors" may be sounded by the bugler in place of the anthem. "Prep" pennant dipped aboard ships.
 - e). The national ensign is hoisted smartly at the beginning of the music to the peak or truck of the flag pole. The union jack is hoisted in a similar manner aboard ships.
 - f). At the completion of the music, "carry on" is sounded by the bugler. "Prep" pennant lowered aboard ships.
- b. Evening colors
- a). At sunset, lower the national ensign.
 - b). The color guard of the day or the band is paraded near the point of lowering the ensign.
 - c). A five-minute warning is sounded on the bugle. "Prep" pennant raised.
 - d). At the time of colors, "attention" is sounded on the bugle, followed by the national anthem or "retreat" by bugler. "Prep" dipped.
 - e). The ensign is started down at the beginning of the music, and the lowering is regulated so as to be completed on the last note of the music.

NOTE: If driving in a vehicle and within sight or hearing of colors, pull over and stop, and sit at attention until completion of colors. If walking, stop, turn toward the colors and render a hand salute.

14. Gun salutes.

- a. Occasions for salutes are prescribed in Article 1013 of U.S. Navy Regulations
 - a). Honors given for the President of the U.S., civilian dignitaries, flag officers, foreign officials on official visits.
 - b). Recognition of foreign nations
 - c). Celebration of Independence Day
 - d). Procedures are outlined in Naval Orientation, pp. 8-3 to 8-6
 - e). Passing honors between ships or to officials and officers embarked in small boats
 - f). Given when ships or boats pass "close aboard"
 - g). 600 yards for ships
 - h). 400 yards for boats
- b. Procedure between ships. "Attention" is sounded by the junior vessel when the bow of one ship passes the bow or stern of the other vessel.

- a). One short whistle signals "attention to starboard."
 - b). Two short whistles signal "attention to port."
 - c). All personnel topside come to attention and face the applicable side.
 - d). The senior vessel comes to attention (same signals).
 - e). The junior ship sounds "hand salute" (one whistle) and all personnel not in ranks will salute.
 - f). The senior ship returns salute (one whistle).
 - g). The senior ship sounds "ready, two" (two whistles) and all personnel drop salute.
 - h). The junior ship drops salute after senior ship (two whistles).
 - i). The senior ship sounds "carry on" (three whistles).
 - j). The junior ship sounds "carry on" (three whistles).
- c. Dispensing with honors
- 1). Honors are not rendered before 0800 or after sunset unless international courtesy requires it.
 - 2). Not exchanged between U.S. naval vessels engaged in tactical evolutions outside of port.
 - 3). The senior officer may dispense with honors.
 - 4). Honors are not rendered or required by vessels with small bridge areas such as submarines.
- d. Procedure between ships and small boats
- 1). Personnel on the quarterdeck of a large vessel render honors to senior officers that pass in small boats. A salute is rendered when the boat is abreast of the quarterdeck.
 - 2). Discuss boat hails by OOD; coxswains' response
- e. Crew at quarters on entering or leaving port
- 1). Leaving or returning for/from deployment
 - 2). Visits to foreign ports
 - 3). Special occasions as determined by the CO
 - 4). Two different procedures:
 - a). "Man the rail." The crew, dressed in uniform of the day, lines the railing on the side of the ship facing the pier.

- b). Parade at Quarters. Crew will muster in formation for quarters.
- c). Procedures are dispensed with in foul weather.

15. Half-masting the national ensign and union jack

- a. For deceased official or officer as directed
- b. When directed by a higher authority
- c. Procedures
 - 1). If colors are already raised, lower to half-mast.
 - 2). If colors are not yet raised, hoist as usual to top of mast, and then lower to half-mast.
 - 3). When lowering the ensign from half-mast, raise the colors to the top of the mast or truck, then lower as usual.

16. Honors at official inspections

- a. Honors are rendered as for an official visit depending on senior inspector's rank.
- b. Upon departure of the inspecting officer, the flag of the inspector shall be hauled down.

17. Displaying of personal flags and pennants

- a. Flag officers are entitled to personal flags.
 - 1). Navy: Blue flag with white stars
 - 2). Marines: Red flag with gold stars
- b. When a flag officer eligible for command at sea is embarked on a ship, his/her flag is displayed.
- c. The flag is also displayed on small boats and vehicles when the flag officer is aboard.
- d. Non-flag officers
 - 1). *Broad* command pennants indicate command of:
 - a). Division of CVs or CGs
 - b). A force, flotilla, or squadron of ships or craft of any type
 - c). An aircraft wing
 - 2). *Burgee* command pennants indicate command of:
 - a). A division of ships or craft other than CVs or CGs
 - b). A major subdivision of an aircraft wing

- 3). *Starboard* pennant indicates senior officer present afloat (SOPA).

18. Bow and flagstaff insignia for boats. (See Chapter 5, The Naval Officer's Guide.)

- a. A boat assigned to an officer for regular personal use carries an insignia on each bow as follows:
 - 1). For a flag officer, stars as arranged on his/her flag
 - 2). For a unit commander, a replica of the command pennant
 - 3). For a CO or chief of staff who is not a flag officer, an arrow
- b. The boat flagstaff for the ensign (made of brass) is fitted at the peak with:
 - 1). A spread eagle for an officer or official who rates 19 or more guns
 - 2). A halberd for a flag officer who rates less than 19 guns or a civilian who rates 11-19 guns
 - 3). A ball for an officer of the grade, or relative grade of captain
 - 4). A star for a Navy commander, or relative grade
 - 5). A flat truck for officers below commander

19. Dressing/Full dress ship -- in port from 0800 until sunset

- a. Dress ship
 - 1). All national holidays, except the Fourth of July
 - 2). When directed by a higher authority
 - 3). "Holiday" ensign (largest) is at flagstaff, jack at the jack staff
 - 4). National ensign at each masthead
- b. Full-dress ship
 - 1). Fourth of July, Washington's birthday and when directed by a higher authority
 - 2). Same flag arrangements as in dress ship
 - a). Additionally, a rainbow of signal flags runs from the foot of the jack staff to the mastheads and then to the foot of the flagstaff.
 - b). When dressing ship for a foreign holiday, that nation's flag is hoisted at the main mast in place of the U.S. flag.

20. Ceremonies for national holidays

- a. Washington's birthday and Fourth of July

- 1). Full-dress ship
- 2). 21-gun salute
- b. Memorial Day
 - 1). National ensign is half-masted when first hoisted at morning colors.
 - 2). At 1200, a special 21-gun salute is sounded. At the conclusion of the firing, the national ensign is hoisted to the peak and flown that way for the remainder of the day. If a 21-gun salute cannot be fired, the ensign is raised to the peak at precisely 1220.
- c. Other national holidays
 - 1). Dress ship
 - 2). Holiday routine for crew

21. Dining-in/Dining-out

- a. Formal dinners given by members of a naval unit, in order to demonstrate esprit de corps.
- b. Dining-in. Only military officers from that unit.
- c. Dining-out. Military officers and their civilian spouses or friends.
- d. Describe a typical dining-in/out:
 - 1). The dinner
 - 2). Toasts
 - 3). "Fines"
 - 4). Decorum

22. Significance of naval customs and traditions

- a. First duty of every member of the naval service is to learn and conform to customs and traditions. It is the responsibility of everyone to know Navy heritage.
- b. Etiquette and discipline are founded upon customs and traditions.
- c. Discuss the importance and influence that these elements have on the members of the Navy.
- d. Explain as a process of socialization and learning a form of "corporate culture."
- e. Discuss/define "custom" -- Acts which are uniformly followed over a long period of time; a time-honored set of practices that have the force of a law.
- f. Discuss/define "tradition" -- The passing down of elements of a culture from generation to generation; developed from the performance of our own personnel.

- g. Discuss the relevance of the Navy (13 October 1775) and Marine Corps (10 November 1775) birthdays with respect to customs and traditions.
- h. Discuss key figures within the naval service with considerable impact upon the continuation of Navy tradition.
 - 1). John Paul Jones. He founded the tradition of dedication to duty and perseverance: "I have not yet begun to fight!"
 - 2). Stephen Decatur. He exemplified the attributes of initiative and action.
 - 3). Oliver Hazard Perry. "We have met the enemy and they are ours."
 - 4). David Farragut. He displayed unswerving commitment to leadership and was characterized by his bold, decisive action: "Damn the torpedoes, four bells Captain Drayton. Go ahead Jouett- full speed."
 - 5). William Simms. Innovative in thought (convoys were the savior of Great Britain in WWI).
 - 6). William "Bull" Halsey. Naval tradition of striking fast, hitting hard and fighting to win.
 - 7). Howard Gilmore. His selfless sacrifice on behalf of his crew and ship (CO, USS *Growler*).
- i. Define the following customs, how each began, and their continuing importance in today's Navy.
 - 1). Tending the side
 - 2). Dipping the ensign
 - 3). Ship launching/commissioning
 - 4). Captain's mast
 - 5). "Crossing the line"

Lesson 13: Organization of Commands, Ships, and Units (1 hr)

Lesson 13 PCCs: NOO-G, S&NH-B1

I. Lesson Objectives

- A. The student will know the Navy organizational Chain of Command from MIDN to POTUS.
- B. The student will know Fleets Areas of Responsibility (AORs).
- C. The student will identify the shipboard administrative organization, including the primary duties of the CO, XO, Department Heads, and Division Officers.
- D. The student will identify the various conditions of readiness.
- E. The student will identify the purpose of the Watch, Quarter, and Station Bill.

II. References and Texts

A. Instructor References

- 1. The Naval Officer's Guide, Chapters 9, 13
- 2. The Bluejacket's Manual, Chapter 8

B. Student Texts

- 1. The Naval Officer's Guide, Chapters 9, 13
- 2. The Bluejacket's Manual, Chapter 8

III. Instructional Aids

- A. Whiteboard/chalkboard
- B. Computer/projection system
- C. DODLearn and/or locally prepared PowerPoint slides

IV. Suggested Methods and Procedures

- A. Have SWO as a guest speaker to give brief on ship organization and experience as a Division Officer.
- B. Relate the organization of the Navy and ship to the organization of the NROTC unit and the Midshipman chain of command.

V. Presentation

- A. Customs of coming aboard ship refresher
 - 1. The OOD (in-port)
 - 2. "Request permission to come aboard"
- B. Responsibilities of the OOD in port
 - 1. Supervises the quarterdeck
 - 2. Ensures security of the ship
 - 3. Carries out the Plan of the Day (POD)
- C. Command Duty Officer (CDO)

1. In port- Direct representative of the CO
 2. Authorized to take ship to sea if required (designated in writing)
- D. Other Quarterdeck Watches
1. Petty Officer of the Watch (POOW)
 - a. OOD's primary assistant
 - b. Usually armed
 - c. Maintains the Deck Log and makes ship-wide 1MC announcements
 2. Messenger of the Watch
- E. Administrative Chain of Command from CO to Seamen
- F. The Commanding Officer
1. The CO has absolute responsibility for the overall safety, well-being, and efficiency of his/her command, including
 - a. safe navigation
 - b. preparation for battle
 - c. morale, welfare, and living conditions of the crew
 2. The CO can delegate authority, but never responsibility
 3. CO delegates training and education to the XO
 4. Supervises conduct of all personnel to ensure good order and discipline
 5. Only unrestricted line officers can command ships
- G. The Executive Officer
1. Second in command to the CO
 2. Coordinates all departments
 3. Executes the CO's orders in the areas of
 - a. Morale, welfare, recreation (MWR)
 - b. Assignment of personnel and records
 - c. Preparation of ship's bills and orders
 - d. Education and training
 - e. Berthing (living quarters)
 - f. Administration including ship's correspondence
 - g. Approving of leave and liberty
 - h. Discipline, which involve the holding of XOI (Executive Officer's Inquiry), the precursor to Captain's Mast in which the XO makes recommendation to CO
- H. Department Heads are responsible for all aspects of their department
1. Answer to XO and CO

2. Example of departments:
 - a. Operations
 - b. Weapons
 - c. Combat Systems
 - d. Deck (only on amphibious ships and CVNs)
 - e. Engineering
 - f. Supply
 - g. Navigation
 - h. Medical/Dental (on small ships the Independent Duty Corpsman works for the Navigator)
 - i. Air
- I. Division Officer
 1. Responsible to Department. Head
 2. Carries out policies of the command
 3. Sees that tasks assigned to the division are carried out in a timely manner
 4. Inspects divisional spaces, equipment, & personnel
 5. Responsible for training division members
 6. Discuss Engineering Department new Division Officer scenario
- J. Leading Chief Petty Officer (LCPO)
 1. Most senior enlisted member of the division
 2. Wears khaki uniform (E-7 or above)
 3. Your right-hand man or woman
 4. Sees that day to day tasks including cleanliness, maintenance, training, etc. are completed.
- K. Leading Petty Officer (LPO)
 1. The senior-most "blue-shirt" in your division
 2. Usually a First Class Petty Officer (E-6)
 3. Delegated authority by you (through your Chief) to run the division
 - a. Maintenance
 - b. Some admin
 - c. Some counseling of junior enlisted
- L. Work Center Supervisor
 1. An experienced petty officer who understands how maintenance should be done
 2. May have more than one (depending on the size of your division)
 3. Typically a Second Class Petty Officer (E-5)
- M. Maintenance Men

1. Your most junior personnel
 2. Typically E-1 to E-5 and below
- N. Sailors are assigned by the Watch, Quarter, and Station Bill, includes General Quarters Station, Sea and Anchor assignment, Underway Replenishment Assignment, Underway watchstation assignments, Abandon Ship stations, Inport Duty Sections
- O. Bridge Watch
1. Officer of the Deck (OOD) is responsible for the safe and proper operation of the ship
 2. CO places special trust and confidence in the OOD
 3. "I have the deck"
 4. (2) Junior Officer of the Deck (JOOD) assists the OOD
 5. Conning Officer
 - a. May be the JOOD
 - b. When someone "has the Conn", they are the ONLY person who can give orders to the helm and lee helm.
 - c. Everyone on the bridge MUST know who has the Conn at all times.
 - d. If the CO gives an order directly to the helm or lee helm, the Conn or OOD will announce, "The captain has the Conn".
- P. Enlisted Watchstations
1. Helmsman-On the helm, executes rudder orders
 2. Lee Helmsman- On the lee helm, executes engine orders
 3. Quartermaster of the Watch (QMOW)
 - a. Assists OOD in safe navigation of the ship
 - b. Maintains the electronic charts
 - c. Verifies ship's position on electronic charts
 - d. Maintains the Deck Log, the OOD signs at the end of the watch. Deck Log is the legal record of the ship and includes every event of significance.
 4. Boatswain's Mate of the Watch (BMOW)- Maintains the 1MC and ship's schedule, oversees lookouts, messenger, helm & lee helm when assigned

Lesson 14: Surface Warfare Community (1 hr)

Lesson 14 PCCs: NOO-A2, NOO-G4, S&N-, S&N-C1, S&N-C2, S&N-C3, S&N-C3a, S&N-C3b, S&N-C4

I. Learning Objectives

- A. The student will know the contribution of the surface forces to the overall mission of the Navy.
- B. The student will know the types of training received in special occupational schools.
- C. The student will know the types of job assignments available for junior officers in the surface Navy.
- D. The student will know what is expected of a junior officer aboard a ship.
- E. The student will know the surface warfare officer career path and opportunities, including the requirement for joint duty.
- F. The student will know the designations and terms used to identify Navy ships.
- G. The student will know the ships included in the warship category.
- H. The student will know the characteristics, capabilities, and missions of various types of naval ships.
- I. The student will know the purpose and use of underway replenishment in the Navy.

II. References and Texts

A. Instructor references

- 1. The Naval Officer's Guide , Chapters 13
- 2. The Bluejacket's Manual, Chapters 12-14
- 3. The Division Officer's Guide
- 4. Jane's Fighting Ships
- 5. OPNAVINST 3120.32 (Series), "Standard Organization and Regulations Manual (SORM) of the U.S. Navy"
- 6. U.S. Navy Fact File at: <http://www.navy.mil/navydata/fact.asp>

B. Student texts

- 1. The Naval Officer's Guide , Chapters 13
- 2. The Bluejacket's Manual, Chapters 12-14

III. Instructional Aids

- A. Whiteboard/chalkboard
- B. DODLearn and/or locally prepared PowerPoint slides
- C. Computer/projection system

IV. Suggested Methods and Procedures

- A. Staff Surface Warfare Officer should give the presentation, if possible.
- B. Due to time constraints, the slide presentation should include only the ships that are being discussed in the lecture. Students should read the assignment before class in order to identify slides.
- C. Students may be used to present part of the lecture, such as short briefs on the various warship classes.

V. Presentation

- A. Introduction
- B. Junior SWO career summary
- C. Initial training
 - 1. NROTC Seniors who select SWO pick their ship assignment in March of their senior year via a web based selection process, based on nationwide class ranking.
 - 2. New graduates attend the Basic Division Officer Course (8 weeks) and other additional courses before reporting to their ship. After their OOD qualification, new ensigns will attend SWOS to prepare them for their SWO board and billets onboard their ship.
- D. Additional training may be required based upon billet held. The following are examples:
 - 1. Anti-Submarine Warfare Evaluator (ASWE)
 - 2. Ammunition Admin
 - 3. Cruise Missile Strike Officer
 - 4. Visit, Board, Search and Seizure (VBSS)
 - 5. Communications Material Security (CMS) Custodian
 - 6. Damage Control Locker Officer
- E. First sea tour
 - 1. The first sea tour lasts approximately 30 months. During this time, the JO will be a division officer for at least one, usually two, divisions. The single most important goal of this tour is

attainment of the Surface Warfare Officer (SWO) warfare designation. While getting the SWO pin is important, the division officer's primary duty is to run their division, including: division performance, division conduct, watch, quarter and station bill, material condition and readiness of equipment and spaces, work supervision, and DC readiness.

2. In addition to these normal duties, the JO can expect several collateral duties. These duties are also important and carrying them out successfully is essential to a successful career.
 3. To earn the SWO designation, the JO must qualify as OOD (in port and underway), DIVO, 3M, basic DC, CICWO, SWO EOOW and must pass a SWO oral board.
 4. Life aboard ship could best be described as busy. Typical deployment cycles are 6-8 months on deployment and 12-18 months at home conducting upkeep, local operations and predeployment training.
 5. Duty requires one's presence aboard the ship. One always has OOD or CDO watches (once qualified) on their duty days. You must be OOD underway qualified to become a CDO.
 6. At sea, life consists of watches, division duties, training, and qualifications. Good time management skills are essential.
- F. Second sea tour. Upon completion of this initial sea tour, a JO will be transferred to a different ship and will complete a follow-on, 18-month sea tour. Fleeting up to a second tour billet on the same platform is possible. This tour will normally involve performing a more complex job much larger division and will include all of the same responsibilities encountered in the initial sea tour. Nuclear power designated SWOs will attend Nuclear Power Training following their first sea tour and, upon completion, will be assigned to the Engineering department of an aircraft carrier.
1. Surface ship home ports
 - a. East coast include: Norfolk, VA; Little Creek, VA; Mayport, FL
 - b. West coast include: Everett, WA; San Diego, CA; Pearl Harbor, HI
 - c. Abroad include: Sasebo and Yokosuka, Japan; Rota, Spain; Gaeta, Italy, Bahrain
- G. Missions of the surface Navy
1. Strike warfare (STW)
 - a. Carrier assets. The carrier air wing is the main tactical striking force of the Navy. An important mission of surface warfare is to support and protect the carrier group. The air wing of the carrier is one of the most effective weapons in the Navy for AAW, ASUW, and allows the Navy to strike targets many miles away from the Carrier Strike Group (CSG).
 - b. Tomahawk Land Attack Missile (LTAM). Tomahawk cruise missiles give surface ships the ability to strike shore and inland targets. The Tomahawk flies a predetermined path to

its target. It is capable of flying over 1,000 nautical miles and striking its target with a variety of munitions weighing up to 1,000 pounds.

2. Antisubmarine warfare (ASW). Surface ships are most vulnerable to the threat from submarines.
 - a. Primary ASW platforms. Cruisers and destroyers have ASW capabilities, but the primary ASW platform is another submarine or aircraft (MH-60F or P-8). Within the CSG, ASW is performed by MH-60F, MH-60S, DDGs and CGs.
 - b. Supporting assets. Critical ASW support is provided to the surface fleet by other non-organic assets. P-3/P-8 aircraft, SSNs, SOSUS, and naval intelligence all provide information and unique capabilities that augment the effectiveness of the surface ship.
 - c. Detection vs. the kill. The hardest part of ASW is detection. Once a submarine is found, destruction of it can be accomplished by a variety of methods.
 - d. Weapons. Antisubmarine weapons include ship and aircraft launched torpedoes.
3. Air and Missile Defense (AMD). With the advent of high-performance attack aircraft and anti-ship missiles, AMD is an important part of modern warfare at sea. As the British experienced in the Falklands, a navy needs to be able to control the air in order to successfully conduct operations.
 - a. Layered defenses. The AMD concept relies on a layered defense. The outer layer consists of *F-18 Super Hornets* and *F-35 Lightning* aircraft from the carrier stationed hundreds of miles from the group. These aircraft are directed to contacts detected by orbiting *E-2 Hawkeyes*. The next layer is comprised of long-range, surface-to-air missiles fired by cruisers and destroyers. The final layer consists of shorter-range missiles and guns, followed by point defenses.
 - b. Weapons. AMD weapons begin with Sparrow, Sidewinder, and AMRAAM missiles carried by the combat air patrol (CAP). Next are long-range "Standard" missiles, such as extended- and medium-range SM-2s. These missiles are capable of intercepting targets at over the horizon ranges. Inside 10 miles, RAM (Rolling Airframe Missile) and Sea Sparrow missiles are used to engage targets. At extremely close ranges, CIWS guns are utilized. Additionally, MK45 5"/54 and the OTO/Melara 76mm gun mount can engage air targets with limited effectiveness.
4. Anti-surface warfare (ASUW). ASUW and AMD are closely related in today's naval battle. Missiles are the most common and effective anti-ship weapons. Also included in this area are interdiction operations; the interception of narcotics and other contraband on the high seas.
 - a. Weapons. Anti-ship weapons include missiles, guns, and aircraft. Harpoon missiles target Over-The-Horizon ships. SM-2 Standard missiles are used as the targets get closer, Sea Sparrow can engage short range targets. Harpoon cruise missiles have a range of

over 80 miles. Additionally, Penguin missiles can be launched from LAMPS MKIII helicopters. 5"/54 guns have an effective range of 15 miles.

- b. Range/Detection problem. With the range of the modern missile systems, a target can be attacked beyond the detection range of shipboard radar systems. Helicopters, E-2Ds and other assets, such as ESM and satellites, are used for over-the-horizon targeting (OTH-T). Harpoon missiles have the ability to conduct search patterns for targets at extended ranges.
 - c. Maritime Interdiction Operations (MIO). One of the oldest missions of the surface warrior is interdiction operations. This involves the searching of ship's cargo for material outlawed by the U.S. or restricted by the UN.
5. Amphibious warfare (power projection). Another role of the surface Navy is to embark, transport, deploy, and support a MAGTF.
- a. Transportation. The Navy has several classes of ships designed specifically to transport Marines, their material, and supporting groups, such as aircraft and landing craft.
 - b. Deployment. The Navy also possesses the capability to put Marines ashore using various types of landing vehicles, such as helicopters, hovercraft, amphibious tanks, and conventional landing craft.
6. Naval Surface Fire Support (NSFS). Once ashore, the Navy continues supporting the Marine BLT. Shore bombardment is naval gunfire that provides Marines ashore with artillery support. The most common naval gun today is the 5"/54.
7. Mine warfare. Has become an inexpensive sea control weapon capable of disabling large ships. Mine Counter Measure (MCM) ships and MH-53 aircraft are used to sweep or clear mines.

H. Fleet organization

- 1. Task force/Task group. Task forces are large collections of ships under one command that have the capability to perform any of the above missions. A task group is a smaller part of the force, focused around one of the above missions with limited capability in the others.
- 2. Carrier strike group (CSG)
 - a. Mission. U.S. power projection.
 - b. Composition. It normally consists of an aircraft carrier, cruisers, Destroyer Squadron comprised of 2-5 destroyers, the carrier air wing, and assorted replenishment ships.
- 3. Surface action group (SAG)
 - a. Mission. The SAG is designed to engage enemy surface ships and to perform interdiction operations when deployed in certain locations.

- b. Normally consists of a 2-5 CG and DDGs with an O-6 in command.
- 4. Amphibious task force/Amphibious Readiness Groups/ Expeditionary Strike Groups(ATF/ARGs/ESGs)
 - a. Mission. The ARG/ESG transports ground forces and puts them ashore. The amphibious forces have also been known to evacuate U.S. nationals from hostile areas.
 - b. They consist of various types of amphibious ships, with destroyers and frigates protecting them from air and subsurface threats.

I. Ship types

- 1. Aircraft carriers (CVN) (show slides)
 - a. Mission. The mission of CVNs is to support the strike aircraft.
 - b. *Nimitz*-class CVN -- Very large ships, 1,000+ ft long and displacing over 100,000 tons. Nuclear powered and able to sustain speeds in excess of 30 kts, they can support over 90 aircraft. With the air group on board, they have a crew of over 6,000. Organic weapons are limited to CIWS and Sea Sparrow for point defense only.
- 2. Cruisers (CG) (show slides)
 - a. Mission. Cruisers have two important missions: AMD and battle space control. They also possess ASW and ASUW capability and may have BMD capability. The AMD Commander is usually the CG.
 - b. *Ticonderoga* CG -- These ships have the AEGIS combat control system, combined with the SPY-1 phased-array radar. These ships have full AMD capability with two 61 cell vertical launch systems (VLS); ASUW with 8 Harpoon missiles, two 5"/54 guns, and Tomahawk in the VLS ships; and ASW capability with ASROC, torpedoes, and LAMPS MKIII systems. Some of these ships also have the SQQ-89 ASW system which integrates the LAMPS MKIII, active sonar and passive towed-array sonar with the ships' ASW weapons assets.
- 3. Destroyers (DDG) (show slides)
 - a. Mission. Destroyers are multi-mission capable ships who conduct AMD, ASUW, ASW, BMD, and other missions assigned.
 - b. *Arleigh Burke*-class DDG -- These ships have the AEGIS combat system. Primary weapons include Standard and Tomahawk. Harpoon missiles, torpedoes, and a 5"/54 gun and 2 CIWS mounts complete the weapons complement. Some of these ships have the SQQ-89 ASW system which integrates the LAMPS MKIII, active sonar and passive towed-array sonar with the ships' ASW weapons assets. The DDG Flt II ships can embark 2 helicopters.

4. LCS Independence and Freedom Class - Variable mission modules allow the ship to be customized for a specific task, warfare area or mission.
5. Patrol Coastal (show slides)
 - a. Mission. Coastal Patrol ships are small vessels used for shore defense and special operations.
 - b. *Cyclone* class PC. Diesel-powered patrol craft used primarily as SEAL team delivery platforms. Also used for drug interdiction operations.
6. Amphibious ships (show slides)
 - a. Mission. The mission of amphibious forces is to transport Marines and their supplies. Included in this is the ability to put the Marines ashore and support their assault.
 - b. LCC/AGF -- These are command ships for geographic fleets. They have extensive command, control, communication, computer, intelligence and information facilities, and are currently being utilized as fleet flagships.
 - c. LHD -- Ships of this class are roughly the same size as a WWII CV. They carry and support *Harriers*, helicopters, and various landing craft in their dock. They can house over 2,000 troops and have advanced medical facilities. Weapons are for point defense only. They also have Sea Sparrow and CIWS.
 - d. LPD -- These ships have a similar purpose to the other helicopter carriers, they have a well deck.
 - e. LSD -- These ships are used primarily to transport and service various types of landing craft. They can receive troops via helicopter and have internal space for about 500 troops.
 - f. LCAC, LCU, et al. -- Hovercraft, amphibious tractors (AAV7) and other smaller landing craft are used to put Marines ashore.
7. Riverine boats - Mission. The new breed of smaller, faster more versatile, shallower draft vessels will be designed to conduct a myriad of “brown water” missions ranging from SEAL ops to maritime reconnaissance to MIO/counter-drug ops.
8. Auxiliary ships (show slides) - Various kinds of auxiliary ships exist to perform a wide variety of roles. These range from repair ships to oilers to ships used in supplying the fleet while underway in a combat zone.

J. Discuss ship identification

1. The letters of the ship's identification indicates the ship's mission:
 - a. C- Carrier

- b. V- Fixed Wing Carrier
 - c. C- Cruiser
 - d. D- Destroyer
 - e. G- Guided Missile
 - f. S- Submarine
 - g. PC- Patrol coastal
 - h. L- Amphibious capable
 - i. A- Auxiliary
 - j. M- Mine warfare
 - k. N – Nuclear powered
2. Example for discussion: *USS Chancellorsville* (CG62)
- a. USS- United States' Ship
 - b. *Chancellorsville*- Ship's name
 - c. CG- Indicates cruiser, guided-missile
 - d. 62- Hull number
 - e. Ship size/displacement. Given in terms of feet and tons of water displaced.
 - f. Armament. Describes the offensive weapons a ship carries.
 - g. Ship speed. Stated in knots. A knot is one nautical mile per hour. One nautical mile is 2,025 yards, but is commonly rounded to 2,000 yards. 20 knots = 20 nautical miles/hour = 23 land miles/hr.
 - h. Ship categories. There are four general ship categories: combatant ships, auxiliary ships, combatant craft, and support craft.

K. Combatants

- 1. Warship. Built to attack an enemy with gunfire, missiles, or other weapons
- 2. Aircraft carriers (CV), or (CVN)
- 3. Surface combatants
 - a. Cruisers (CG)
 - b. (DDG)

- c. Patrol Coastal (PC)
 - d. Littoral Combat Ships (LCS)
- 4. Submarines
 - a. Nuclear (SSN)
 - b. Nuclear-ballistic missile (SSBN)
 - c. Guided missile (SSGN)
- 5. Other combatant ships. These include patrol- combatant ships, amphibious-warfare ships, and mine-warfare ships.
 - a. Patrol Coastal (PC). Used for unconventional warfare operations. The PC is designed for high speed/heavy- payload needs along with good sea-keeping qualities. Used in shallow coastal waters.
 - b. Amphibious warfare ships. Can embark and deploy a Marine battalion landing team (BLT). They can use helicopters, landing craft, amphibious vehicles, and combinations of these methods.
 - 1) Amphibious assault (general purpose) (LHA)
 - 2) Amphibious assault (multipurpose) (LHD)
 - 3) Amphibious transport dock ships (LPD)
 - 4) Dock landing ships (LSD)
 - 5) Amphibious/Fleet command ships (LCC)
 - 6) Mine warfare. Specialized ships are designed as mine hunter-killers capable of performing reconnaissance, classification, and neutralization of moored and bottom mines.
 - 7) Mine countermeasures ship (MCM).
- L. Auxiliary ships. The type of support an auxiliary ship gives determines its letter designation. Auxiliary ships are operated by the Military Sealift Command (MSC). All MSC operated ships are designated by the letter "T" in its ship type. "A" is the initial letter for all auxiliary ships. The following list provides common examples of auxiliary ships:
 - 1. Underway replenishment ships
 - 2. Ammunition ship (T-AE)
 - 3. Dry Cargo/Ammunition Ship (T-AKE)
 - 4. Combat stores ship (AFS)

5. Fleet replenishment oiler (T-AO)
 6. Fast combat support ship (T-AOE)
 7. Submarine tender (AS)
 8. An AS has a Navy Captain as a CO with a primarily civilian mariner (CIVMAR) crew.
 9. Fleet support ships
 - a. Salvage ship (T-ARS)
 - b. Fleet tug (T-ATF)
 10. Other auxiliaries
 - a. Hospital ship (T-AH)
 - b. Surveying ship (T-AGS)
 - c. Ocean Surveillance Ship (T-AGOS)
 - d. Cable repair ship (T-ARC)
- M. Combatant craft. Combatant craft are small craft that are used in support of combat operations. This includes patrol craft, landing craft, and minesweeping craft.
1. Landing craft, air cushion (LCAC)
 2. Utility landing craft (LCU)
 3. Mechanized landing craft (LCM)
 4. Assault amphibian vehicles (AAV)
 5. Special warfare craft (SWC)
 6. Patrol boats (PB)
 7. Swimmer delivery vehicles (SDV)
- N. Support craft. These are miscellaneous small craft that are mainly used in Navy yards in support of ship operations. Most of these begin with a Y to designate yard craft. Completely undesignated craft have IX as a designation. Some examples are below:
1. IX 21 - USS *Constitution*
 2. Fuel oil barge (YO)
 3. Seamanship training craft (YP)
 4. Large harbor tug (YTB)

5. Torpedo weapon retriever (TWR)

O. Underway replenishment

1. Naval ships must always maintain a condition of readiness. Therefore, regular (sometimes as often as twice each week) replenishment at sea occurs so the ship can maintain readiness standards.
2. The two types of replenishment at sea are CONREP and VERTREP.
3. CONREP stands for connected replenishment method. By rigging lines between two vessels, a transfer of commodities and fuel can occur.
4. VERTREP indicates the transfer of personnel and cargo by helicopters; using the H-53 or H-60, depending upon availability. Fuel is not transferred through vertical replenishment.

Lesson 15: Aviation Community (1 hr)

Lesson 15 PCCs: NOO-A2, NOO-G4

I. Learning Objectives

- A. The student will know the designations, capabilities, characteristics, and missions of all major naval aircraft.
- B. The student will know the contribution of the aviation community to the overall mission of the Navy.
- C. The student will know the training received prior to reporting to an operational squadron.
- D. The student will know the types of job assignments available for junior officers in naval aviation.
- E. The student will know what to expect as a junior officer in a squadron.
- F. The student will know the aviation officer career path and opportunities and the requirement for joint duty.
- G. Given an aircraft squadron designation, the student will know its basic mission and the type of aircraft assigned.

II. References and Texts

A. Instructor references

- 1. The Naval Officer's Guide, Chapters 13
- 2. The Bluejacket's Manual, Chapter 16
- 3. Jane's All the World's Aircraft
- 4. U. S. Navy Fact File website at: <http://www.navy.mil/navydata/fact.asp>

B. Student texts

- 1. The Naval Officer's Guide, Chapter 13
- 2. The Bluejacket's Manual, Chapter 16

III. Instructional Aids

- A. Whiteboard/chalkboard
- B. Computer/projection system
- C. DODLearn and/or locally prepared PowerPoint slides

IV. Suggested Methods and Procedures

- A. Method options: Have the aviation officer on the staff present this lecture.
- B. Procedural and student activity options: Video viewing, lecture and discussion.

V. Presentation

- A. Give brief history on the birth of naval aviation and weapons systems up to the present day.
 - 1. Early development
 - a. 14 November 1910. Eugene Ely took off from a wooden platform built over the foredeck of the cruiser *Birmingham*, the first time naval aircraft were launched from a ship.
 - b. 18 January 1911. Eugene Ely completes his "double" by landing his Curtiss biplane on a specially erected deck on the cruiser USS *Pennsylvania*. The aircraft was dragged to a stop by sandbags attached to ends of ropes stretched across the deck so that they were picked up by hooks under the landing gear.
 - c. The first carrier in the U.S. Navy was the converted carrier USS *Langley* in 1922. The USS *Ranger* was the first carrier built from the keel up in 1934.
 - 2. Growth during WWI and WWII - WWI naval aircraft were used to spot U-boats on patrol missions. Planes, in general, during this period were used primarily for reconnaissance.
 - 3. Between the wars, carriers were built, but they were not considered capital ships. Battleships and cruisers made up the first lines of defense. Pearl Harbor changed all of that when the battle line was severely damaged and the carriers were not in port.
 - 4. Korea saw the first introduction of jet aircraft.
- B. Briefly discuss the various missions of naval aviation.
 - 1. Strike warfare. Attack aircraft carry air-to-surface ordnance to destroy ground installations or vessels.
 - 2. Air and Missile Defense. Used to nullify or reduce the effectiveness of an attack by hostile aircraft or guided missiles. Includes aircraft, surface missiles, guns, and electronic countermeasures. Speeds of modern aircraft and missiles require that defensive measures be taken as early as possible, at the greatest practicable distance from the attacking force.
 - 3. Anti-submarine warfare. The effectiveness of the German U-boat campaign against Great Britain during WWII showed that submarines posed a great threat to a nation. Aircraft could be used to cover large areas rapidly and are relatively invulnerable to submarine defensive measures. The presence of a large post-war Soviet submarine fleet saw land-based and carrier-based patrol aircraft emerge, as well as helicopters designed to search for and attack submarines.
 - 4. Anti-surface warfare. Aircraft are used much like anti-submarine warfare to cover large areas, destroy surface combatant threats and conduct surface surveillance.
 - 5. Mine warfare. Aircraft can be used to rapidly lay mines or search for mines. Helicopters can be adapted to conduct rapid, cost-effective sweeping of minefields.

6. Special warfare. Aircraft can be used to rapidly insert/extract covert forces.
7. Non-combat operations. Aircraft are adept at transporting large numbers of personnel rapidly. In modern times, they have been called upon to evacuate personnel from strife-torn countries. Aircraft can also be used to deliver food and medicines to inaccessible areas after a natural disaster. Other types of operations include drug interdiction, disaster relief, and search and rescue.
8. Fleet support. Replenishment ships can use helos to conduct vertical replenishment operations quickly without the need for ships to come into port or alongside one another. Ammunition, mail, personnel, and other supplies can be delivered over great distances.
9. Command and control. Aircraft can be used as early warning platforms, using their altitude to extend the radar horizon. Aircraft can be used as communication relay stations during EMCON conditions to keep the strike group covert. Aircraft are also used to communicate with strategic forces, namely SSBNs.
10. Search and Rescue. Aircraft can be used to provide rapid search and rescue missions to find personnel lost at sea, when survival can be measured in minutes.

C. Discuss aircraft model designation.

1. Letter in an aircraft designation is to signify the primary mission of an aircraft (i.e., P-8).
2. If the aircraft's mission has been modified, then the mission modifier will precede the basic mission symbol (i.e., EP-3).
3. The number in an aircraft designation refers to the sequential design number in a mission series (i.e., FA-18 replaced the FA-14 and is the third anti-submarine design).
4. A letter following the number in an aircraft designation is the modification to an original design (i.e., FA-18E is the fifth major modification to the original FA-18A design).

D. Discuss naval aircraft squadron designation system.

1. Squadron prefix: This identifies whether the aircraft in a squadron are rotary or fixed wing (i.e., V for fixed, H for rotary).
2. The squadron class symbol designates the primary mission of the squadron.
3. The squadron sub-class symbol designates a mission modifier (i.e., VS).
4. Identify the aircraft squadron symbols, type aircraft utilized, mission, and home port.
5. VT Fixed-wing training; T-6, T-34, T-44, T-45; NAS Pensacola, NAS Corpus Christi, Whiting Field, NAS Meridian, NAS Kingsville
6. HT Rotary-wing training; TH-57; Whiting Field
7. VFA Fighter/Attack squadron; F/A-18; Lemoore, Jacksonville
8. VA Attack squadron; The F/A-18, F-14D, AV-8; Virginia Beach, MCAS Cherry Point,

MCAS Miramar

9. VS Fixed-wing ASW, carrier based; S-3; Jacksonville, North Island
 10. HS Rotary-wing ASW; H-60B/F; HSL Jacksonville, Norfolk, San Diego, Pearl Harbor
 11. VP Land-based, fixed-wing patrol aircraft; P-8; NAS Jacksonville, Brunswick, Whidbey Island, Kaneohe Bay
 12. VX Experimental, test aircraft; various aircraft; Patuxent River
 13. VC Fixed/rotary-wing transport; C-2, C-HC-130, C-9, U-2, H-46 (being phased out), H-53
 14. Review various types of aircraft utilized in the fleet (show slides of aircraft types).
 15. Attack class: AV-8 *Harrier*. Vertical/short-takeoff attack aircraft used by USMC. May be based on amphibious aviation ships.
 16. Fighter/Attack class: F/A-18 *Hornet* and F-35B/C *Lightning II*. Carrier and Amphibious based fighter/light-attack aircraft that replaced the F-4 and A-7 in the USN and USMC. Only the F/A-18E/F are now employed: F/A-18A/B/C/D have been phased out and replaced by the F-35. The F/A-18E/F is now being introduced to the fleet.
 17. Patrol class: P-3 *Orion* and P-8 *Neptune*. Land-based, long-range patrol and ASW aircraft
 18. Airborne Early Warning class: E-2 *Hawkeye*. Carrier-based prop plane with a dome on top housing a radar antenna.
 19. Rotary-wing aircraft
 20. H-53 *Sea Stallion*. Cargo transport helicopter and USMC troop transport. USN also uses a version (Echo/*Sea Dragon*) for minesweeping.
 21. MH-60 *Seahawk*. Multi-mission helicopter used for ASW, SAR, ASuW, VERTREP, MEDEVAC, AUF, and other special operations.
- E. Provide an overview of the airborne weapon systems used in the fleet. (A more in-depth discussion will occur in the naval weapons class.)
1. 20-mm gun. A six-barreled Gatling-type gun that shoots at 4,000 or 6,000 rounds per minute.
 2. Air-to-air missiles:
 - a. Sparrow III. Medium-ranged (10 nm), semi-active missile. Uses reflected energy from firing aircraft's radar to home in on target.
 - b. Sidewinder. Short-range (5 nm), passive missile using infrared homing, seeking hot exhaust gases emitted by the target.
 - c. AMRAAM (Advanced medium-range, air-to-air missile). Intended to replace the Sparrow.

3. Air-to-ground missiles:
 - a. HARM (*High-speed, Anti-Radiation Missile*). Long-range (50 nm), anti-radiation missile designed for use against radar installations.
 - b. SLAM (Stand-off, Land-Attack Missile). A modified Harpoon
 - c. Harpoon. Long-range (60 nm), anti-surface missile.
 - d. Maverick (*electro-optical or infrared guidance*). The Maverick is an air-to-surface weapon intended primarily for use against tanks.
 4. Aircraft rockets
 - a. 2.75" rockets. Unguided rockets carried in pods mounted on either helos or attack aircraft.
 - b. 5.0" rockets. Unguided rockets carried in pods of attack aircraft.
 5. Aircraft bombs
 - a. Low-drag, general-purpose (GP) bombs. Iron bombs ranging in size from 500 lbs. to 2,000 lbs.; no guidance system; used against targets for blast/fragmentation effect where collateral damage is not a consideration.
 - b. Snake eye. Retarded-delivery GP bombs. A GP bomb like above with fins attached that open when ejected to retard the bombs fall. This allows the aircraft to deliver it at low altitude and not get caught in the resulting blast.
 - c. FRAG bombs. Bombs that produce high fragmentation; dropped in clusters against troops/ground targets.
 - d. Cluster bombs. Break apart to form several hundred smaller bomblets, which disperse over a wide kill zone.
 - e. Practice bombs. Loaded with sand or water; uses a small smoke charge to mark hits; inert.
 - f. Concussion/Fire bomb (FAE: Fuel-Air Explosive). Uses concussion to destroy target with over-pressure.
 - g. LGB. Laser-guided bombs.
 - h. JDAM. Satellite-guided bombs.
 6. Air-launched torpedoes - MK- 54. A version of the ship-launched torpedo with parachute pack to retard speed of water entry that can be launched by helos or fixed-wing aircraft.
 7. Aircraft mines. Mines may be carried by USN and USAF aircraft to rapidly plant an area. Mines range from special purpose mines to converted conventional bombs.
- F. Discuss the training program for naval aviators and naval flight officers.
1. General for all student aviators and flight officers: Aviation/Preflight Indoctrination

2. Academic phase (all). Aerodynamics, engineering, navigation courses.
3. Physical fitness phase (all students). Aviators must be in top shape to handle the stress of flight (high g-forces); includes running, obstacle course, swimming, and land and water survival training.
4. Naval aviator primary training
 - a. Ground school. Classwork on weather, flight publications, flight rules, and regulations.
 - b. Solo (after several familiarization flights).
 - c. Familiarization (formation/night familiarization). Basic flight:
 - 1). Basic prop (T-6)
 - 2). Pre-helicopter (T-6)
 - 3). Basic jet (T-6)
5. Advanced training
 - a. Advance jet (T-45)
 - b. Advance prop (TC-12/T-44)
 - c. Helicopter (TH-57)

G. Naval flight officer (NFO)

1. Basic NFO training. Classwork (similar to primary pilot courses), initial familiarization flights, including airmanship; then concentrates/refines navigation, instrument flying, communications, copilot duties.
2. NFO specialization categories:
 - a. Weapon Systems Officer (WSO) -- F/A-18F
 - b. Airborne electronic warfare -- EF-18G [Electronic Countermeasures Officer (ECMO)]
 - c. Tactical coordinator (TACCO) -- P-3/P-8
 - d. Airborne Tactical Data -- E-2 Command Information Control Officer (CICO), Air Control Officer (ACO), and Radar Officer (RO)
3. Identify the type of job assignments a new junior officer can expect to receive, such as branch officer/division officer:
 - a. Operations
 - b. Maintenance
 - c. Administration

- H. Discuss what life is like in an aviation squadron as a junior officer.
1. Primary job assignment. Branch (work center) officer maintenance, legal officer, schedules writer, NATOPS officer, ground safety officer, etc.
 2. Collateral job assignment. Public Affairs Officer (PAO); Educational Services Officer (ESO); Morale, Welfare and Recreation (MWR); etc.
 3. Watches. Squadron duty officer, Integrity Watch Officer (IWO) when on a CVN.
- I. Discuss flight pay for the junior officer. It starts the day the officer begins primary phase of flight training and generally continues even during shore duty. The amount increases with time with the maximum rate reached at fourteen years and decreases after 22 years. Flight pay is based on a schedule known as the "gate system." Per diem is usually received for land-based deployments.
- J. Discuss the typical career pattern -- Naval Aviator/Naval Flight Officer
1. First sea tour
 - a. Assignment. Fleet squadron; 1-3 deployments including workups; 200 hours/100 traps per deployment average.
 - b. Duration. 3 years.
 2. First shore tour
 - a. Assignment. Fleet replacement squadron (FRS) --informally called the RAG -- training command, test pilot school, test and evaluation squadrons, shore staff, NROTC, etc.
 - b. Training. Ongoing while in a flying billet.
 - c. Educational opportunities. PG school, VA, Navy Campus, tuition assistance, etc.
 - d. Duration. 3 years.
 3. Second sea tour
 - a. Assignment
 - 1). Second squadron tour. Difficult to obtain (usually only available in unusual circumstances).
 - 2). Disassociated tour. Usually on a carrier. Examples: Catapult officer, TAO, assistant navigator, assistant strike ops, CARGRU or airwing staff.
 - b. Duration. 2 years.
 4. Second shore tour
 - a. Assignment. Training command/Shore staff/VT instructor.
 - b. Educational opportunities. PG utilization; service colleges.

- c. Duration. 2 years.
- 5. Squadron department head tour (third sea tour)
 - a. Assignment. Operations, administration, maintenance, or safety.
 - b. Command screening. Operations and maintenance are key prerequisites for command.
 - c. Duration. Approximately 2.5 years.
- 6. Squadron command
 - a. Executive officer. 1 to 1.5 years in squadron that the officer will command.
 - b. Commanding officer. 1 to 1.5 years.
 - c. Equal opportunity for pilots and NFOs (ideally).

Lesson 16: Submarine Community (1 hr)

Lesson 16 PCCs: NOO-A2, NOO-G4

I. Learning Objectives

- A. The student will know the designations, capabilities, characteristics, and missions of all submarines.
- B. The student will know the objectives and missions of the submarine community and how these contribute to the overall missions of the U.S. Navy.
- C. The student will know the types of submarines in use by the U.S. Navy.
- D. The student will know the operating cycles of submarine crews.
- E. The student will know the selection process for nuclear-power training.
- F. The student will know the training required before being assigned to a nuclear- powered vessel.
- G. The student will know the submarine officer career path and opportunities, including the requirement for joint duty.

II. References and Texts

A. Instructor references

- 1. The Naval Officer's Guide, Chapters 13
- 2. The Bluejacket's Manual, Chapters 12-14
- 3. Jane's Fighting Ships
- 4. U.S. Navy Fact File website at: <http://www.navy.mil/navydata/fact.asp>
- 5. OPNAVINST 7220.11 (Series), "Nuclear Officer Incentive Pay"
- 6. Naval Officer, Nuclear Trained prospectus

B. Student text

- 1. The Naval Officer's Guide, Chapters 13
- 2. The Bluejacket's Manual, Chapters 12-14

III. Instructional Aids

- A. Whiteboard/chalkboard
- B. Computer/projection system
- C. DODLearn and/or locally prepared PowerPoint slides

IV. Suggested Methods and Procedures

- A. Have the staff submarine officer or guest submarine officer give the lecture.
- B. Use DOD LEARN, videos or portions of the recommended video to heighten interest.

V. Presentation

- A. Give a brief history of the submarine.
- B. Bushnell's Turtle
- C. First submarine in 1775
- D. Was not successful in carrying out attacks in New York Harbor against the British (*HMS EAGLE*)
- E. Human powered
- F. Submerged endurance of about 30 minutes
- G. Following the Turtle, various attempts were made to construct and operate submarines.
- H. During the Civil War, the South constructed a submarine (CSS *Hunley*) in an attempt to disrupt the blockade of Charleston, SC. Although the target was sunk, the submarine was also lost in the attack.
- I. The first real use of submarines as ships of war came during WWI by the Germans (U Boats).
- J. The Second World War amplified the usefulness of submarines as a weapon of war. Japan entered the war with six million tons of merchant shipping and added another four million tons over the course of the war. By the war's end, over nine million tons of shipping had been sunk by U.S. forces. Over 55% of the 9 million tons was sunk by submarines. Submarines sank more enemy warships than any other naval arm. This is a significant accomplishment considering the submarine force never exceeded more than 1.6% of total naval personnel.
- K. Following WWII, the most important product for the submarine force was developed.
 - 1. Nuclear power allowed a submarine to stay submerged indefinitely. The submarine was now limited only by its crew endurance.
 - 2. Submerged speed increased drastically.
 - 3. The U.S. uses three types of submarines:
 - a. SSN: Nuclear-powered, fast-attack submarine. An extension (and obvious improvement) of the WWII diesel submarines.
 - b. SSBN: Nuclear-powered, ballistic-missile submarine. Mobile missile platform. Developed in response to the cold war.
 - c. SSGN: Nuclear-powered, cruise-missile submarine. Converted SSBN to carry up to 154 TLAM's.

4. Discuss the characteristics and missions of the following submarines and relate how the missions relate to the missions of the Navy:
 - a. SSN
 - 1). *Seawolf* class (SSN-21). Our most modern design, designed to counter the numerical superiority and advancing technology.
 - 2). *Los Angeles* (improved 688). The mainstay of the attack submarine fleet. Has a vertical launch capability, bow planes, and upgraded sensors and fire control system.
 - 3). *Los Angeles* class (SSN-688). The original version of the *Los Angeles* class. Most will be back-fitted with sensor and fire control system upgrades, but will not get bow planes or VLS.
 - 4). *Virginia* class (SSN-774). Modified *Los Angeles* with many major improvements and upgrades. First boat commissioned in fall 2004.
 - b. The missions of the SSN
 - 1). ASW including strike group support
 - 2). ASUW
 - 3). Mine warfare
 - 4). Intelligence gathering
 - 5). Strike warfare
 - 6). Covert insertion/extraction
5. SSBN
 - a. *Ohio* class (726). This class may be the United States' only strategic deterrence in the near future. Total of 14 planned; 8 carrying the C-4 missile and 10 carrying the D-5 missile. The world's longest and quietest submarine. The 24 missiles that one *Ohio* class carries make it the third most nuclear-capable "nation" in the world. Has superb stealth and sensors. Overall, a very capable submarine.
 - b. The missions of the SSBN - Strategic deterrence
6. SSGN
 - a. *Ohio* class (726). *Ohio* class guided-missile submarines provide both strike and special operation mission capability within the SSBN framework. SSGN's are capable of carrying up to 154 Tomahawk cruise missiles. The SSGN has 22 missile tubes that are also able to hold additional stowage canisters for Special Operation Force (SOF) food and equipment. The missile tubes also can hold unmanned aerial vehicles and unmanned undersea vehicles. High- Data-Rate antennas enhance communication capability.
 - b. SSGNs are unique in that they can hold up to 66 SOF personnel at a time. Two missile

tubes were converted into lock-out chambers that can allow for the insertion and retrieval of SOF personnel, and the chambers can hold SOF Dry Deck Shelters.

- c. Four SSBNs were converted into SSGNs.
 - d. The missions of the SSGN
 - 1). Forward Presence
 - 2). Strike Warfare
 - 3). Special Operations Capability
 - 4). Connectivity
7. Outline the operating cycles for SSNs, SSBNs, and SSGNs.
- a. SSN
 - 1). Will spend 50% of a given cycle in homeport.
 - 2). Deployment to WESTPAC, etc., can be as long as 6 months.
 - 3). Local operations
 - 4). Refits/Overhauls
 - b. SSBN
 - 1). Two crews ("Blue" & "Gold")
 - 2). While one crew has the ship, the other one is on land training to relieve the other crew.
 - 3). One crew will have the boat for about three months and then turn it over to the other crew.
 - c. SSGN
 - 1). Two crews ("Blue" & "Gold")
 - 2). Similar to SSBNs, only longer operating cycle due to need for forward presence.
8. Eligibility requirements
- a. All majors qualify with the completion of one year of calculus and one year of calculus-based physics.
 - b. Stress academic excellence. Although the Naval Reactors department prefers engineering majors, selection is based on ability and performance. Criteria are very similar for any major.
 - c. About one year prior to graduation, an application is submitted to Naval Reactors via NSTC. The application is screened for educational background.

- d. If approved, the midshipmen are sent to Naval Reactors in Washington, D.C., and are interviewed by:
 - 1). Naval Reactors staff (technical interviews)
 - 2). Director of Naval Reactors
- 9. If selected for nuclear power, midshipmen choose either surface or submarines. Both are eligible for initial signing bonus and a bonus upon completion of prototype.
- L. Nuclear power training
 - 1. Naval Nuclear Power Training Command, Charleston, SC
 - 2. 6-month course of instruction
 - 3. Includes math, physics, mechanical engineering, electrical engineering, heat transfer, fluid flow, chemistry, materials, radiological fundamentals, reactor dynamics and core characteristics, reactor plant systems and advanced reactor plant operations.
- M. Land-based prototype
 - 1. A six-month, hands-on operational course of instruction performed on an actual naval nuclear propulsion plant.
 - 2. Located in:
 - a. Ballston Spa, NY
 - b. Charleston, SC
 - 3. All nuclear-trained officers go through nuclear power school and prototype.
 - 4. Following prototype, submarine-designated officers go to Submarine Officer Basic Course in Groton, CT, for three months.
 - 5. Incentives for nuclear power
 - a. Promotional opportunity: Highest in the Navy
 - b. Command opportunity: Highest in the Navy
 - c. Financial incentives
 - 6. Discuss life aboard submarines.
 - 7. Recommend showing a video depicting life underway.
 - 8. Discuss the organization of the submarine wardroom.
- N. Discuss qualifications.
 - 1. Engineering officer of the watch -- In charge and responsible for the safe operation of the

nuclear propulsion plant.

2. Diving officer of the watch -- Responsible for maintaining ship's depth and trim.
 3. Officer of the deck -- The CO's direct representative, responsible for the safety and operation of the ship.
 4. Duty officer -- The CO's direct representative in port, responsible for the entire ship.
- O. Submarine qualification. This ensures that an individual is tactically competent and ready for warfare qualification.
1. Discuss tour rotation
 2. Division officer tour/typical jobs:
 - a. Reactor controls assistant
 - b. Electrical assistant
 - c. Main propulsion assistant
 - d. Chemistry and radiological controls assistant
 - e. Damage control assistant
 - f. Assistant weapons officer
 - g. Sonar officer
 - h. Communications officer
 - i. First lieutenant
 - j. Junior officer shore tour
 - k. Department head sea tour
 - l. Post department head shore tour
 - m. XO/CO sea tours (shore tour follows XO tour)
 - n. Post command shore tour
 - o. Joint duty

Lesson 17: Other Officer Communities (1 hr)

Lesson 17 PCCs: NOO-A2, NOO-G4

I. Learning Objective: The student will know other unrestricted line, restricted line, and staff corps officer communities, their career path and opportunities and how each contributes to the mission of the U.S. Navy.

II. References and Texts

A. Instructor references

1. Aerospace Engineering Duty Officer prospectus
2. Aerospace Maintenance Duty Officer prospectus
3. Naval Engineering Duty prospectus
4. Naval Officer, Chaplain Corps prospectus
5. Naval Officer, Civil Engineering Corps prospectus
6. Naval Officer, Cryptology (Special Duty Officer) prospectus
7. Naval Officer, Dental Corps prospectus
8. Naval Officer, Intelligence Officer prospectus
9. Naval Officer, Judge Advocate General's Corps prospectus
10. Naval Officer, Medical Facilities Guide
11. Naval Officer, Medical Service Corps prospectus
12. Naval Officer, Medical Corps prospectus
13. Naval Officer, Nurse Corps prospectus
14. Naval Officer, Supply Corps prospectus
15. Special Operations Bulletin
16. Special Operations (1140) Community Brief
17. The Navy Seal, Officer Guide to Naval Special Warfare

B. Student Text: The Naval Officer's Guide, Chapter 13

III. Instructional Aids: Computer/projection system and PowerPoint slides or overhead projector and locally-prepared slides

IV. Suggested Methods and Procedures: Although the NROTC program is training midshipmen for the

unrestricted line, there may be a number of midshipmen who: (A) are nurse options, (B) may have long term goals of transitioning to a restricted line community, or (C) desire to pursue a specialized URL career. If possible, have a number of career nights with officers from various communities presenting and answering questions about their respective communities.

V. Presentation

A. Designators. A designator is a four-digit, numeric code that describes the type of job an officer is designated to do. The last number indicates the status of an officer, with a "5" meaning reserve, "0" regular, and "7" full time support (FTS).

B. Types

1. Unrestricted Line Officers – Not restricted in the performance of duty. These officers perform the immediate mission of the Navy.
2. Restricted Line Officers – Officers who are restricted in the performance of duty by having been designated for aviation duty, engineering duty, aerospace engineering duty, or special duty
3. Staff Corps Officers – Staff officers perform services and support the line communities so that the line communities can perform their mission.
4. Limited Duty Officers (Line or Staff) – Appointed for duty in the broad occupational fields of their former Warrant Officer or enlisted rating
5. Warrant Officer (WO1) & Chief Warrant Officer (CWO2-5) (Line or Staff) – Appointed to CWO for the performance of duty in the technical fields indicated by their former enlisted rating

C. Designator - a 4-digit numeric code that primary naval specialty qualifications and status

1. The first three numbers define the billet
2. The last number indicates the status of an officer
 - a. 0 - Regular Navy Officer
 - b. 5 - Naval Reserve Officer
 - c. 7 - Naval Reserve Officer on Full Time Support (FTS). Full Time Support (FTS) Officers are reserve officers on active duty who specialize in the training of reserves.

D. Unrestricted Line Officers:

1. 1110 Surface Warfare Officer (SWO) / 1160 SWO in training
2. 1120 Submarine Warfare / 1170 Submarine Warfare Officer in training
3. 1130 Special Warfare (SEAL) / 1180 Special Warfare Officer in training
4. 1140 Explosive Ordnance Disposal (EOD) Warfare / 1190 EOD in training

5. 1310 Aviation Warfare / 1390 Pilot in training
6. 1320 Naval Flight Officer (NFO) / 1370 NFO in training

E. Restricted Line (RL) Officers

1. 1200 Human Resources
2. 1440 Engineering Duty Officer
3. 1510 Aerospace Engineering Duty (AED) Officer
4. 1520 AED – Aviation Maintenance
5. 1650 Public Affairs Officer
6. 1710 Foreign Area Officer
7. Information Warfare Community
 - a. 1800 Oceanography Officer
 - b. 1810 Cryptologic Warfare Officer
 - c. 1820 Information Professional Officer
 - d. 1830 Intelligence Officer
 - e. 1840 Cyber Warfare Engineer Officer

F. Staff Corps Officers

1. 2100 Medical Corps Officer
2. 2200 Dental Corps Officer
3. 2300 Medical Service Corps Officer
4. 2500 Judge Advocate General (JAG) Corps Officer
5. 2900 Nurse Corps Officer
6. 3100 Supply Corps Officer
7. 4100 Chaplain Corps Officer
8. 5100 Civil Engineer Corps Officer

G. Aerospace Engineering Duty Officer (AEDO/151X)

1. Job Description. An AEDO provides professional management and technical direction in the design, development, acquisition, production and logistic support of naval aircraft, air and space weapon systems and their related support equipment.

2. Qualifications

- a. Operational experience
- b. At least two operational sea tours (desired).
- c. Educational experience. Postgraduate education in a technical field (desired, not required).

3. After meeting the above qualifications, interested officers apply via the Line Transfer/Redesignation Board, which meets semiannually. Officers are normally selected as junior to mid-grade lieutenant commanders.

4. Career Opportunities

- a. One-third of these billets give the officer the opportunity to both fly aircraft and/or operate new weapons systems throughout the various phases of development.
 - b. In general, AEDO assignments require working with defense engineers to design, develop, procure, and ultimately maintain fleet aircraft and space systems.
5. Commanding officers of research, development, testing facilities, and industrial shore sites supervise thousands of civilian and military personnel and manage multi-million dollar projects.
6. AEDOs have opportunities to attend the Naval War College and the Industrial College of the Armed Forces.

H. Aerospace Maintenance Duty Officer (AMDO) (152X)

1. Job Description. Provide full-time professional maintenance and material logistic support managers for naval aviation. This means ensuring aircraft maintenance is done and that flight crews are provided safe aircraft for flight.

2. Qualifications

- a. Fleet input
- b. Extensive background in aviation maintenance (desired).
- c. Should be lieutenant or below in grade to transfer.
- d. Must agree to terminate flying status, if applicable.
- e. Undergraduate degree in business, engineering, or sciences (desired).

3. Selected applicants enter the 10-week aviation maintenance officer course. Here, concepts of management are stressed along with the day-to-day duties of the aviation maintenance officer. This is normally followed by a two-week course in fleet readiness training on specific aircraft.

4. Career Opportunities

- a. Initial billets give the officer experience in managing the maintenance efforts at both the organizational (squadrons) and intermediate (Aviation Intermediate Maintenance Departments (AIMDs)) levels.
- b. Senior grades serve as policy makers for aviation maintenance and logistic support.
- c. Middle-stage AMDOs have the opportunity to attend Naval Post-graduate School in Monterey, CA. Senior officers can request to attend the Industrial College of Armed Forces, Defense Systems Management College, or Naval War College.

I. Chaplain Corps (4100)

- 1. The role of the Chaplain Corps is to provide religious ministries to meet the needs of naval service personnel and their dependents.
- 2. Accession and training
- 3. Eligibility
 - a. Individual must hold a baccalaureate degree from an accredited college or university.
 - b. 90 graduate semester hours in theology or related courses from an accredited school.
 - c. An ecclesiastical endorsement from a faith group that has applied for and received recognition from the Department of Defense.
- 4. The Chaplain Corps student program (chaplain candidate program officer (CCPO)).
Assigned to a non-mobilizing reserve unit where they will train and drill in a non-paid status.
- 5. Entrance into the Chaplain Corps is by:
 - a. Direct accession
 - b. Recall of inactive reserve chaplains
 - c. Superseding appointment of CCPOs

J. Civil Engineering Corps (CEC) (510x)

- 1. Role of the CEC. Support to the operational elements of the navy through planning, design, construction and maintenance of shore and ocean facilities.
- 2. Job Description
- 3. Engineers and architects who manage naval shore facilities and oversee construction/maintenance by the shore establishment (Seabees).
- 4. The Civil Engineering Corps possesses a limited combat capability.
- 5. Career path

K. Engineering Duty Officer (ED/146X) (116XE)

1. Job Description. Engineering duty officers serve as technical specialists for the acquisition, construction, maintenance and modernization of ships, combat/weapons systems, ordnance systems, and electronic and space warfare systems.
2. Qualifications
3. All applicants:
 - a. Must have obtained a bachelor's degree in an engineering or technical discipline.
 - b. Those chosen will first be designated as unrestricted line officers and will be redesignated ED/14XX when they complete their first tour afloat and become warfare qualified.
4. Line transfer
 - a. Must also have obtained a bachelor's degree in an engineering or technical discipline.
 - b. Must complete one or two tours at sea before applying.
 - c. Must have two years of commissioned service and be warfare qualified.
5. Career Opportunities
6. Basic phase
 - a. Sea duty. Early in their career, and preferably onboard a combatant ship, EDs use this time to gain warfare qualification.
 - b. Graduate education. Done before or immediately following ED designation. A graduate degree must be in an engineering or technical field.
 - c. ED qualification program (EDQP). All new EDs participate in this program by attending the six-week basic course taught at the ED School, Port Hueneme, CA.
7. Professional phase. Knowledge is gained in one of the four specialties, and future assignments will be concentrated in that specialty. Each involves the design, construction, acquisition, repair, support, and modernization of the given system.

L. Information Warfare Community (18xx)

1. Job Description. Comprised of Information Professional Officers (182X), Cryptology Warfare Officers (181X), Intelligence Officers (183X), Oceanography Officers (180X) and Cyber Warfare Engineer Officers (184X), the Information Warfare Community aims to master the areas of intelligence, cyber warfare, command and control, electronic warfare, battle management and knowledge of the maritime environment in a single network.
2. Qualification is mandatory for commissioned officers that are in Information Systems, Cryptology Warfare, Intelligence, Oceanography, and Cyber Warfare Engineering. These officers must complete the PQS for IDWO and pass an oral qualification board.
3. If not going through the accelerated qualification, officers must complete their community/cadre PQS, IDWO PQS, and pass an oral board.

- a. Information Warfare Qualifications:
 - 1). Majors. Technical fields (science and/or engineering disciplines), computer science, systems management, foreign policy and area studies, language (esp. Russian, Chinese, Arabic), or any science with good GPA.
 - 2). GPA. 3.0 or better.
 - 3). Character. Selectees must be able to get a very high security clearance allowing access to special intelligence.
- 4. Intelligence Officer Qualifications:
 - a. Quality academic background, with special emphasis on communications, computer and analytical skills. Courses that are writing-intensive and require analytical work are especially useful in developing intelligence professional abilities.
 - b. Basic literacy in scientific processes and mathematics. At least one year of advanced math (calculus and above) and laboratory science desired to develop fundamental technical understanding.
 - c. Demonstrated degree of self-confidence, capable of presenting information to large groups.
 - d. Ability to work in a group environment, as well as independently.
 - e. Most typical degree plans include political science, foreign affairs, international relations and computer science. It is also desired that these students have backgrounds in computer science/ systems management and science/ engineering fields to support community technical intelligence and systems management requirements. Foreign language capability is considered a plus, but is not a key requirement. Those language skills considered useful to the community include Mandarin Chinese, Arabic, Farsi, Russian, Spanish, Japanese, French, German, and other specified languages.
- 5. Naval Oceanographer Qualifications:
 - a. Lateral transfer of warfare-qualified unrestricted line officers (LCDR and below).
 - b. Through the ocean-option program, in which ensigns are first assigned to sea duty with a 116X designator to earn a surface warfare qualification prior to redesignation to the oceanography community.
 - c. Direct commissioning from OCS, NROTC and the Naval Academy (only possible if found NPQ for URL duty). Undergraduate education in meteorology, oceanography, geodesy, astronomy, or technically oriented degrees in mathematics, physics, geophysics or engineering is preferred. Oceanographers are expected to successfully complete a Master of Science degree in an oceanographic discipline with most of the education being received from the Naval Postgraduate School prior to promotion to commander.
- 6. Cyber Warfare Engineer Qualifications:
 - a. Baccalaureate degree in Computer Science or Computer Engineering, with a 3.0 or better (on a 4.0 point scale) in all technical/math/science courses.

- b. Be U.S. citizens (no waivers)
 - c. Have a TS/SCI clearance or complete and submit a Questionnaire for National Security Positions (SF-86) if selected
 - d. Be at least 19 years old and be able to complete degree requirements and be commissioned prior to their 35th birthday
 - e. Meet physical standards for appointment
 - f. Complete an interview with Commander, Fleet Cyber Command prior to being selected for appointment.
7. Information Professional Qualifications
- a. Laterally transfer from another community (O3-O6).
 - b. Choose SWO-IP Option through USNA or NROTC, serving initial tour as a SWO.
 - c. Qualify for IP Direct Accession through OCS, STA21, USNA, or NROTC.
 - d. Technical and Nontechnical academic backgrounds including: Computer Science, Computer or Electrical Engineering, Mathematics, Physics, Information Systems, Systems Engineering, and General Engineering.
8. Career Opportunities
- a. Information Warfare Career Path
 - 1). Initial training is through the Cryptologic Division Officers Course at NTTC Corry Station, Pensacola, FL.; a rigorous, in-depth, 15-week course in the fundamentals of cryptology.
 - 2). New cryptologic officers will then serve as division officers in the areas of collection, reporting and analysis, administration, communications, or electronics maintenance. This is intended primarily as a training billet.
 - 3). Following the first tour, cryptologic officers may go to a variety of stations, including the National Security Agency, Washington, D.C., staff, systems research, sea duty, or graduate education.
 - 4). Prior to attaining senior leadership positions, the cryptologic officer is expected to have gained a solid knowledge of ADP applications, experience in shore station operations, expertise in furnishing cryptologic support to the fleet, and staff experience leading to an understanding of the planning, programming, and budgeting process of cryptologic resources.
 - b. Intelligence Career Path
 - 1). First tour: All officers go to an operational billet.
 - 2). Second/third tour: Officers are assigned to shore tours, either in CONUS or overseas.

Types of billets include OPINTEL, joint duty, instructor duty, analytical billets, or grad school.

- 3). Senior tour: Equivalent to a department head tour for other communities.
- 4). Educational opportunities: Continued education is of paramount importance in the intelligence community. It is possible to receive graduate education at the Naval Postgraduate School in such areas as national security affairs and space systems operations. There are billets available at the Defense Intelligence College in Washington, D.C. The officers attending the DIC can obtain a MS in strategic intelligence (MSSI) by meeting the PGIIP requirements and completing either a thesis or two special research seminars. Following completion of postgraduate work at either NPS or DIC, an intelligence officer will obtain a subspecialty in one of the following: joint intelligence, naval intelligence, national security affairs, financial management, manpower and personnel management, space systems operations, or computer systems technology.

c. Naval Oceanography Career Path

- 1). First tour. A newly assigned officer can expect to be assigned to a major regional Meteorology and Oceanography Center (METOC), facility or product production center which will offer a general familiarization tour to the community and expand his/her operational knowledge base. The second tour will either be a leadership tour as officer in charge of a METOC detachment, a sea tour as part of a Mobile Environmental Team or assignment as a division officer on an amphibious assault ship. A professional goal of the junior officer is to become warfare qualified prior to going to Naval Postgraduate School, which normally occurs between the fourth and seventh year of service.
- 2). After graduate education, the officer may expect to go back to sea as a METOC officer on an aircraft carrier or battle group staff. In general, there will be several sea tours and at least one opportunity for overseas duty.
- 3). Duties embody application of the principles of meteorology, oceanography and mapping, charting and geodesy to fleet operational problems and system performance. Fleet assignments also broaden operational experience and enhance promotability.

d. Cyber Warfare Engineer Career Path

- 1). CWE Officers serve in challenging billets that are designed to leverage their specific CNO expertise and develop capabilities and tools. CWE Officers must serve at least six years on active duty from date of appointment. Active duty service for CWE Officers terminates at the sixth anniversary of commissioning, upon which time they will be encouraged to compete for lateral transfer into another IDC community [Information Warfare (1810), Information Professional (1820), Intelligence(1830)], or to seek employment in a Department of Defense civilian capacity..
- 2). Promotion opportunities. Promotion to LTJG and LT occur at 2 and 4 years of commissioned service respectively.

e. Information Professional Career Path

- 1). IP provides a flexible career path with an emphasis on cross-detailing among the IDC.
- 2). Each IP officer will have Operational tours at every rank, earn a technical Master's degree, Complete IDC and IP qualifications and Full Joint Qualification prior to being eligible for Flag.
- 3). All officers should also pursue: Repeated sea duty experience; Cross-Detail assignment; Major staff tour to develop expertise in requirements generation, budget planning and execution, program management, and policy development; Joint assignment and joint education; GSA/IA tours; Tours in diverse geographic locations to increase operational relevance; Specific leadership jobs: CO/command equivalent, XO, OIC, CoS; EA or Flag Aide assignments; Professional certifications

M. JUDGE ADVOCATE GENERAL'S CORPS (JAG)

1. Job Description. A JAG officer provides legal advice and services to client commands, as well as active and retired service members and their dependents.
2. Qualifications
 - a. An applicant must be a United States citizen of good moral character.
 - b. An applicant must not have reached 35 years of age at time of commissioning and commencement of active duty.
 - c. At the time of appointment, an applicant must be a graduate of a law school accredited by the American Bar Association and be admitted to practice before a federal or state court.
3. Education and training
 - a. Directly appointed officers commence their extended active duty by attending an officer indoctrination training course of approximately six weeks in length. Following the completion of this school, directly appointed officers attend Naval Justice School, which is also located in Newport, RI. This course of instruction is nine weeks in length. Upon completion of these schools, Navy judge advocates report to their first duty stations.
 - b. A judge advocate interested in earning an LLM degree may, if selected, study at an approved law school of his/her choice for one year while earning his/her normal salary and with all education expenses except books paid by the Navy. This program incurs an additional three-year commitment. Postgraduate education is also available at the Naval War College, the Army JAG School, and civilian universities.
 - c. The Law Education Program provides an opportunity for commissioned officers of the Navy and Marine Corps to attend American Bar Association accredited law schools for education not to exceed 36 months. By statute, not more than 25 officers may be assigned under this program in any single fiscal year. To be eligible to apply for this program, an applicant must be a citizen of the United States serving on active duty in commissioned service, hold a baccalaureate degree from an accredited institution, be in pay grade 0-3 or below, have served on active duty for a period of not less than two years nor more than six years (in officer or enlisted status) as of the time law education is to commence under orders to this program, and be able to complete 20 years of active service as a commissioned officer before their 55th birthday.

4. Career Opportunities

- a. Judge advocates will normally be assigned to a naval legal service office, either in the United States or overseas. Also assigned to staff's, etc. The greatest experience may be expected in criminal law (that is, pre-trial investigations, courts-martial as trial and defense counsel, and courts-martial appeals).
- b. Directly appointed officers receive service credit (for promotion purposes only) up to three years during the period they attend law school while not in a commissioned status. This service credit enables these officers to be appointed as lieutenant junior grade. Promotion to a full lieutenant can be expected.

N. U.S. Navy Medical Department (Medical Corps (210X), Dental Corps (220X), Medical Service Corps (230X), and Nurse Corps (290X))

1. The mission of U.S. Navy medicine is to ensure the best possible health and medical support of the Navy and Marine Corps personnel and their dependents. This support includes multiple areas of Naval medicine, including, but not limited to, disease control, direct clinical care, research, and executive management and leadership.
2. All Medical Corps officers have the dual responsibility of being both a health care deliverer and a professional military officer.
3. Medical Corps (physicians). Midshipmen may enter the Medical Corps through the School of Medicine at the Uniformed Services University of Health Sciences (USUHS) or through the Armed Forces Health Professional Programs, both of which are very competitive. It is expected that a midshipman have a minimum GPA of 3.0, with solid grades (A or B) in calculus, physics, biology, and chemistry, and strong MCAT scores.
4. Nurse Corps. Midshipmen who major in nursing comprise the third largest source for the Nurse Corps.
5. Dental Corps. Midshipmen would gain entrance into the Dental Student Program or via the Armed Forces Health Professions Scholarship Program (AFHPSP).
6. Medical Services Corps

O. Public Affairs Officer (165x)

1. Job Description
 - a. Advises senior Navy leadership on all matters relating to public affairs.
 - b. Interfaces with media organizations.
 - c. The best PAOs are generalists, with a broad exposure and balanced experience in a variety of billets.

P. Special Warfare Operator (113X)

1. Job Description. Special operations was created to preserve and develop essential SEAL skills which either were not covered within the charters of existing communities,

2. Qualifications

3. Be a U.S. citizen.

4. Career Opportunities.

- a. Training. Initial training for SPECWAR candidates takes place in Coronado, CA. The Basic Underwater Demolition/SEAL (BUD/S) training is a six-month course designed to provide basic physical and technical skills essential in naval special warfare. Successful completion of BUD/S signifies that the candidate has the skills required to assign him to a Sea Air Land (SEAL) Team or SEAL Delivery Vehicle (SDV) Team in either Coronado, CA, or Little Creek, VA.
- b. First operational phase. The first operational phase is normally about five years and is split into two tours. The candidate may have both tours in SEAL teams or, ideally, have one in a SEAL team and one in a SDV team. Training continues in this phase as much of the basic knowledge possessed by the candidate is expanded by advanced instruction. Included in this training is the basic parachute training course; advanced weaponry; SDV training; arctic, jungle, or desert operations; foreign languages; and small boat operations. It is in this phase that the candidate will prove his/her abilities as a special warfare officer. Usually six to nine months after reporting to his/her first team, the candidate will be recommended for designation as a special warfare officer, thereby changing his/her designator from 118X to 113X and, thus, earning the right to wear the special warfare pin.

Q. Explosive Ordnance Disposal (EOD)

1. Job Description. Navy EOS is the DoD's Maritime EOD Component and the world's premier EOD force. Specific skillsets include: expeditionary mine countermeasures, diving/salvage, countering improvised explosive devices, countering weapons of mass destruction, conventional EOD operations and weapons technical intelligence.
2. Qualifications
3. Be a U.S. citizen. Must be chosen via the selection process.
4. Career Opportunities.
 - a. Commands. EOD is present at commands across the Navy. Deployable sea duties include: EOD Mobile Units, EOD Tactics Development and Evaluation Squadron, Expeditionary Exploration Unit ONE and others. Shore duties include EOD Mobile Unit Shore Detachment, Joint Special Operations University, Office of Naval Intelligence, and others.

R. Supply Corps Officers (310X)

1. Job Description. As the Navy's principal seagoing staff corps, the goal of the Supply Corps is to provide logistical and operational support to the fleet in many areas of expertise, such as finance, food service, acquisition/contracting, retail, operations analysis and supply management. The Supply Corps trains its officers to combine operational and business management practices which enable them to acquire and support today's Navy with current and future inventory requirements to maintain the high level of readiness that is needed in today's always changing world.

2. Qualifications

3. Supply officer responsibilities

- a. Supply Management. Includes inventory requirements, determination, acquisition of supplies, transportation, storage and inventory control of repair parts and consumables.
- b. Business/Administrative management. Includes information systems, petroleum management, transportation logistics management, internships and an array of subspecialties unique only to the Supply Corps.
- c. Direct personnel support. Includes management of Navy shipboard and shore-based food service facilities, disbursing centers and other retailing operations.

4. Education and training

- a. Navy commissioned officers who are among the few selected for designation as Supply Corps officers will attend the Navy Supply Corps (BQC) for a period of six months, covering a myriad of subjects in retail operations, food service, disbursing, qualitative management, supply management, and leadership and management. The mission of the Navy Supply Corps School is to train students in the duties afloat and ashore to successfully perform as a naval officer in a variety of functions.
- b. Supply Corps officers, after completion of their initial duty assignment and independent department head tour, are then eligible to pursue a graduate degree at the Naval Postgraduate School in Monterey, CA, or civilian university.

5. Career Opportunities

- a. Supply Corps officers are foremost naval officers whose primary goal is superior service to the fleet. Therefore, sea duty is a vital element in developing an effective Supply Corps officer. In turn, a successful sea tour can result in other opportunities, including internships, independent tours, and other challenging assignments.
- b. Supply Corps School graduates are given their first assignment on a seagoing command or overseas as an assistant to the supply officer and given responsibilities in one or more of the following areas: stores, disbursing, and/or food services with annual budgets well into the million dollar range. The more senior lieutenant and above are eligible for independent tours onboard a submarine or amphibious command to allow for diversity and develop other expertise.

Phase 4: Marine Specific Topics

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Lesson 18: Marine Corps Mission, Organization, and Reserves (1 hr)

Lesson 18 PCCs: S&NH-B

I. Learning Objectives

- A. The student will understand the background of the Marine Corps Mission
- B. The student will know the Title 10 and the USMC vision
- C. The student will know the core competencies of the Marine Corps
- D. The student will know the organizations and locations of the Marine Corps
- E. The student will know the Marine Air Ground Task Force (MAGTF) and other USMC forces
- F. The student will know sea-basing and its importance to maintaining forward presence

II. References and Texts

- A. Instructor References: The Marine Officer's Guide, Chapters 5-7
- B. Student Texts: The Marine Officer's Guide, Chapters 5-7

III. Instructional Aids

- A. Computer/projection system
- B. Whiteboard/chalkboard
- C. DODLearn and/or locally prepared PowerPoint slides

IV. Suggested Methods and Procedures: Use the MOI or AMOI as a guest lecturer to deliver insight into the Marine Corp's mission and organization.

V. Presentation

- A. Roles and missions of the Marine Corps
 - 1. Amphibious assault: The Marines are the U.S. military's specialists in amphibious assault. As such, the Marine Corps has a unique role in studying, training in, and executing the mission of amphibious warfare.
 - 2. Land combat incident to naval campaigns: Marines must be prepared to engage in sustained land combat beyond the initial assault. After Marines have secured a beachhead or port facility, they must be able to defend it against counterattack (and press on toward objectives which lie inland).
 - 3. Additional duties: In two important early laws defining the mission of the Marine Corps (the Act of 11 July 1798, "Establishing and Organizing a Marine Corps," and the Act of 30 June 1834, "For the Better Organization of the Marine Corps"), an important phrase was included. They stated that "...the Marine Corps shall perform such other duties as the

President may direct.” These duties have included:

- a. State Department guard duty (embassies);
- b. White House duties;
- c. Providing security forces for naval shore stations;
- d. Providing ships' detachments;
- e. Engaging in sustained inland ground operations
- f. Acting as a national "force in readiness."

4. Status of the Marine Corps

- a. The Marine Corps is a separate military service possessing distinct statutory roles and missions.
- b. The Marine Corps is a part of the Naval Establishment (or Department of the Navy) and comes directly under the Secretary of the Navy.
- c. The Commandant of the Marine Corps (CMC) commands the Corps as a whole and is directly responsible to the Secretary of the Navy for the total performance, administration, readiness, discipline, and efficiency of the Corps. (The CMC does not report to the CNO.) The CMC also sits as one of the members of the Joint Chiefs of Staff.

5. Marine Corps organization (summary)

a. Composition of the Marine Corps

- 1). Land combat forces
- 2). Aviation forces
- 3). Service forces
- 4). Reserves
- 5). Security forces
- 6). Supporting establishment

b. Principal subdivisions of the Marine Corps

- 1). Headquarters, U.S. Marine Corps (HQMC). HQMC is located in the Navy Annex of the Navy Department; however, the Commandant's office moved to the Pentagon in December 1995. Head-quarters is literally the headquarters of the Commandant and could, in theory, take to the field, as it actually did on occasion in the 19th century.
- 2). Commandant of the Marine Corps (CMC). The Commandant is directly responsible as a command assistant to the Secretary of the Navy for the readiness, total performance, and administration of the Marine Corps as a whole. The principal duties of the CMC

include procurement, discharge, education, training, and distribution of the officers and enlisted men of the Corps, and all matters of command, readiness, organization, administration, equipment, and supply of the Marine Corps.

- 3). Assistant Commandant. The Assistant Commandant acts as the principal advisor to the CMC and as the CMC's Chief of Staff.
- 4). Various other officers and offices
- 5). Fleet Marine Force: The Fleet Marine Force, or FMF, consists of those operating forces assigned to the Navy operating forces or to unified commands. The FMF consists of three divisions and three air wings.
- 6). Operating forces assigned to shore activities of the Naval Establishment. These forces primarily serve as security detachments, but also can provide trained personnel from which to form expeditionary forces.
- 7). Operating forces assigned to the State Department
- 8). Operating forces not otherwise assigned
- 9). Marine Corps Supporting Establishment. The Marine Corps Supporting Establishment provides, trains, maintains, and supports the operating forces. The Supporting Establishment includes Marine Corps schools; the recruit depots; supply installations; reserve activities; certain Marine Corps bases, barracks, and air stations; and various other activities.

Lesson 19: Marine Corps Rank Structure/Uniforms (1 hr)

Note: Optional Lesson

Lesson 19 PCCs: NOO-A2, NOO-B

I. Learning Objectives

- A. The student will be able to identify Marine Corps rank insignia and their corresponding ranks.
- B. The student will know how awards are given in the fleet.
- C. The student will be able to identify common breast insignia and badges
- D. The student will be able to recognize and name different Marine Corps uniforms

II. References and Texts

A. Instructor References

- 1. The Marine Officer's Guide, Chapter 10
- 2. MCO 1020.34H

B. Student Texts

- 1. The Marine Officer's Guide, Chapter 10
- 2. Unit specific Midshipman Handbook

III. Instructional Aids

- A. Computer/projection system DOD Learn
- B. Whiteboard/chalkboard
- C. DODLearn and/or locally prepared PowerPoint slides

IV. Suggested Methods and Procedures

- A. Utilize the AMOI as a guest lecturer to teach Marine Corps rank structure and uniforms, and the importance of showing proper respect to all ranks.
- B. Have the Midshipmen preview the lesson and start the lesson with a quiz on identifying the ranks and uniforms.

V. Presentation

- A. Rank is a position earned in the hierarchy of the armed forces
- B. Show chart of rank insignia
- C. Awards

1. Personal awards are bestowed on an individual for a specific individual act or acts of gallantry or for meritorious service.
2. Unit awards are made to an operating unit for outstanding heroism or achievement and worn only by members of that unit who participated in the cited action. Marine reservists who receive unit awards as civilians are not authorized to wear them on their military uniform.
3. Service awards are issued to an individual to denote participation in a campaign, war, national emergency or expedition, or to denote service requirements fulfilled in a creditable manner.

D. Placement of uniform items

E. Pictures of breast insignia and badges

F. Pictures of service uniforms and blue dress uniforms

Lesson 20: Marine Corps Traditions, Customs, and Courtesies (1 hr)

Lesson 20 PCCs: NOO-A2, NOO-F, NOO-F2, NOO-F4, NOO-F5

I. Learning Objectives

- A. The student will know the importance of Marine Corps traditions to maintaining our unique culture
- B. The student will know the key traditions and ceremonies of the Marine Corps
- C. The student will know proper military conduct and etiquette.
- D. The student will know important military titles, phraseology, and address

II. References and Texts

- A. Instructor References: The Marine Officer's Guide, Chapters 10, 11
- B. Student Texts: The Marine Officer's Guide, Chapters 10, 11

III. Instructional Aids

- A. Whiteboard/chalkboard
- B. Computer/projection system
- C. DODLearn and/or locally prepared PowerPoint slides

IV. Suggested Methods and Procedures

- A. The MOI can be utilized as a guest lecturer for this lesson.
- B. The instructor can devise real life scenarios and have the students act them out with the proper military etiquette as taught in the lesson

V. Presentation

- A. Military courtesy is the traditional form of politeness in the profession of arms.
- B. Conduct toward Members of Other Services
 - 1. As a Marine, you must learn the meaning and traditions behind the badges, insignia, and the titles of the officer and enlisted personnel of other military services, both American and foreign.
 - 2. Defer to the customs and traditions and traditions of that service or country when you go to duty with another service or in another country.
- C. Pointers on Military Etiquette
 - 1. The CO's "Wishes"

2. Accompanying a Senior
 3. Acknowledging Orders
 4. Mounted Juniors
 5. Meeting a Senior Indoors
 6. Senior Entering a Room
 7. Permission to Speak to Senior Officers
 8. Entering an Office
 9. On the Telephone
- D. Group saluting etiquette
- E. The Marine Corps Globe and Anchor: Western Hemisphere globe, Eagle, and fouled anchor.
- F. The Marine Corps colors: Scarlet and Gold.

Lesson 21: MOSs (1 hr)

Lesson 21 PCCs: NOO-A2, NOO-G4

I. Learning Objectives

- A. The student will know how the needs of the Marine Corps factor into the assignment of MOSs.
- B. The student will know the MOS assignment process at The Basic School (TBS)
- C. The student will know how MOS straw polls are conducted at TBS
- D. The student will know how final MOS selection is conducted

II. References and Texts

- A. Instructor References: The Marine Officer's Guide, Chapters 12, 14
- B. Student Texts: The Marine Officer's Guide, Chapters 12, 14

III. Instructional Aids

- A. Whiteboard/chalkboard
- B. Computer/projection system
- C. DODLearn and/or locally prepared PowerPoint slides

IV. Suggested Methods and Procedures

- A. The MOI can be invited as a guest lecturer for this lesson.
- B. The MOI can recount his or her personal experience with the MOS selection process at TBS.

V. Presentation

- A. The needs of the Marine Corps are the primary consideration used to assign MOSs to lieutenants. CMC (MMOA-3 (Plans, Programs and Systems Support)) provides each Basic Officer Course (BOC) company with an allocation of quotas for each MOS.
- B. The quotas are generated by Manpower Plans and Policy Division and are based upon the need to balance structure requirements with available qualified officers in each MOS.
- C. HQMC directs that the quotas for each MOS be divided as equally as possible for each one-third of the class.
- D. Possible assignments include:
 - 1. 0102 Manpower Officer
 - 2. 0203 Ground Intelligence Officer

3. 0204 Counterintelligence/Human Source Intelligence Officer
4. 0206 Signals Intelligence/Electronic Warfare Officer
5. 0207 Air Intelligence Officer
6. 0302 Infantry Officer
7. 0402 Logistics Officer
8. 0602 Communications Officer
9. 0802 Field Artillery Officer
10. 1302 Combat Engineer Officer
11. 1702 Cyberspace Officer
12. 1803 Assault Amphibious Vehicle
13. 3002 Ground Supply Officer
14. 3404 Financial Management Officer
15. 4402 Judge Advocate
16. 4502 Communication Strategy and Operations Officer
17. 5803 Military Police Officer
18. 6002 Aircraft Maintenance
19. 6602 Aviation Supply Officer
20. 7204 Low Altitude Air Defense Officer
21. 7208 Air Support Control Officer
22. 7210 Air Defense Control
23. 7220 Air Traffic Control Officer
24. 7315 Unmanned Aircraft System MAGTF Electronic Warfare Officer
25. 7599 Flight Student

Lesson 22: Ground (1 hr)

Lesson 22 PCCs: NOO-G4

I. Learning Objectives

- A. The student will know how the Ground Combat Element (GCE) fulfills the mission of the Marine Corps.
- B. The student will know the various ground MOSs and their general roles within the Marine Corps.
- C. The student will know professional opportunities within a ground MOS

II. References and Texts

- A. Instructor References: The Marine Officer's Guide, Chapter 14
- B. Student Texts: The Marine Officer's Guide, Chapter 14

III. Instructional Aids

- A. Whiteboard/chalkboard
- B. Computer/projection system
- C. DODLearn and/or locally prepared PowerPoint slides

IV. Suggested Methods and Procedures

- A. Utilize the MOI or AMOI as a guest lecturer, especially if either is in a ground MOS
- B. Invite former and current ground MOS Marine Officers in the area for a mini MOS mixer.

V. Presentation

- A. The Ground Combat Element is the only element in the Marine Corps that can seize and occupy terrain.
- B. Roles within the Ground Combat Element exist to win battles on the ground by asserting combat power and dominance on the battlefield.
- C. Identify ground MOSs by number and discuss their roles and responsibilities.
 - 1. 0180 Adjutant Officer
 - 2. 02xx Intelligence Officer
 - 3. 0302 Infantry Officer
 - 4. 0402 Logistics Officer
 - 5. 0602 Communications Officer

6. 0802 Field Artillery Officer
7. 1302 Combat Engineer Officer
8. 1802 Tank Officer
9. 1803 Amphibious Assault Vehicle Officer
10. 3002 Ground Supply Officer
11. 3404 Financial Management Officer
12. 4302 Public Affairs Officer
13. 4402 Judge Advocate
14. 5803 Military Police Officer

Lesson 23: Aviation (1 hr)

Lesson 23 PCCs: NOO-G4

I. Learning Objectives

- A. The student will be able to identify Marine Corps aviation platforms and their respective roles.
- B. The student will know the training pipeline of a Marine Corps pilot.
- C. The student will know the professional opportunities available to Marine Corps pilots.

II. References and Texts

- A. Instructor References: The Marine Officer's Guide, Chapter 14
- B. Student Texts The Marine Officer's Guide, Chapter 14

III. Instructional Aids

- A. Whiteboard/chalkboard
- B. Computer/projection system
- C. DODLearn and/or locally prepared PowerPoint slides

IV. Suggested Methods and Procedures

- A. Utilize the MOI or AMOI especially if either is in an aviation MOS.
- B. Have the Midshipmen preview the lesson material, and quiz them on identification by picture of various Marine aviation platforms at the beginning of the lesson.

V. Presentation

- A. Marine pilots and aviation support Marines assist the Marines fighting battles on the ground.
- B. Every aircraft employed is specifically equipped to serve the mission in the form of offensive air support, assault support, antiair warfare, electronic warfare, control of aircraft and missiles, and aerial reconnaissance.
- C. Identification of Marine aviation platforms by pictures
- D. Fixed Wing
 - 1. C-130 Hercules, KC 130J Hercules
 - 2. F/A-18C/D Hornet
 - 3. F35-B Lightning II
 - 4. AV-8B Harrier II

5. Pioneer UAV

E. Rotary Wing

1. CH-53D Sea Stallion

2. CH-53E Super Stallion

3. UH-1Y Venom (Hueys)

4. AH-1W Super Cobra, AH-1Z Viper

F. Tilt/Rotor

1. MV-22 Osprey

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Phase 5: Navy and Marine Corps Team

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Lesson 24: MEU/ARG/MAGTF (1 hr)

PCCs: G1, C2

I. Learning Objectives

- A. The student will know the composition and organization of amphibious task forces.
- B. The student will know the size and capabilities of a MEU
- C. The student will know the importance of the Navy and Marine Corps team in maintaining a constant forward presence.
- D. The students will know the purpose of the MAGTF
- E. The students will understand the scalability of the MAGTF
- F. The student will know the theory and concepts of combined arms operations

II. References and Texts

A. Instructor References

- 1. The Marine Officer's Guide, Chapter 9
- 2. Amphibious Ready Group and Marine Expeditionary Unit Overview, Marines.mil
- 3. MCO 3120.13 Policy for Marine Expeditionary Unit (MEU)
- 4. Marine Corps Doctrinal Publication (MCDP) 1-0 (series), Marine Corps Operations

B. Student Texts

- 1. The Marine Officer's Guide, Chapter 9
- 2. Amphibious Ready Group and Marine Expeditionary Unit Overview, Marines.mil

III. Instructional Aids

- A. Whiteboard/chalkboard
- B. Computer/projection system
- C. DODLearn and/or locally prepared PowerPoint slides

IV. Suggested Methods and Procedures: Have a joint lecture with the SWO and the MOI, especially if either the SWO has ARG experience or the MOI has a MEU experience.

V. Presentation

- A. MEU mission essential tasks

1. Amphibious assault
 2. Amphibious raid
 3. Maritime interception Operations (MIO)/Visit, board, search, and seizure (VBSS)
 4. Advance force operations
- B. Expeditionary support to other operations/crises and limited contingency operations — operating across the Range of Military Operations
1. Noncombatant Evacuation Operations (NEO)
 2. Humanitarian assistance (HA)
 3. Stability operations
 4. Tactical Recovery of Aircraft and Personnel (TRAP)
 5. Joint and combined operations
 6. Aviation operations from expeditionary shore-based sites
 7. Theater security cooperation activities
 8. Airfield/port seizure
- C. Show chart demonstrating the Navy-Marine Corps Team, Amphibious Ready Group (ARG) and Marine Expeditionary Unit (MEU) supporting relationship.
1. Amphibious squadron commanded by a Commodore with PHIBRON command structure.
 2. 3 amphibious ships (1 LHD/LHA, 1 LPD, 1 LSD) and Naval Support Element (NSE)
- D. ARG/MEU pre-deployment training cycle: standardized 6 months, 3-phased pre-deployment training cycle in CONUS.
- E. MEU Task Organization (Based off current MEU policy with approximately 2059 Marines and Sailors)
1. Command Element (CE) (169 Marines and Sailors)
 2. Ground Combat Element (GCE) (1 Battalion Landing Team consisting of ~1200 Marines and Sailors)
 3. Aviation Combat Element (ACE) (1 Composite Squadron ~417 Marines and Sailors)
 4. Logistics Combat Battalion (LCB) (1 Combat Logistics Battalion ~273 Marines and Sailors)
- F. Marine Air-Ground Task Force (MAGTF)
1. Background: MAGTFs are formed to accomplish a specific mission, operation or exercise. Typically formed to support combatant commander engagements, security cooperation and

civil-military operations. Recent SPMAGTFs include: SP-MAGTF Katrina (2005), SP-MAGTF Unified Assistance (2005), SP-MAGTF Haiti (2010), SP-MAGTF Tomodachi (2011), SP-MAGTF Africa (2011-), and SP-MAGTF Crisis Response (2013-)

2. MAGTFs are comprised of subordinate organic or attached elements which fulfill a supported or supporting role
3. MAGTFs have one supported element commonly referred to as the main effort
4. All other elements are referred to as supporting elements
5. Elements of a MAGTF
 - a. Command Element (CE)
 - b. Ground Combat Element (GCE)
 - c. Aviation Combat Element (ACE)
 - d. Logistics Combat Element (LCE)
6. Types of MAGTF
 - a. Marine Expeditionary Force (MEF)
 - b. Marine Expeditionary Brigade (MEB)
 - c. Marine Expeditionary Unit (MEU)
 - d. Special Purpose MAGTF (SPMAGTF)

Lesson 25: Amphibious Operations (1 hr)

PCCs: G1

I. Learning Objectives

- A. The student will know the importance of amphibious operations to the 21st century Marine Corps
- B. The student will know the history and development of amphibious operations
- C. The student will know basic doctrinal terms and concepts of amphibious operations

II. References and Texts

A. Instructor References

- 1. The Marine Officer's Guide, Chapters 5, 9
- 2. MCO 3120.13 Policy for Marine Expeditionary Unit (MEU)
- 3. Amphibious Readiness Group/ Marine Expeditionary Unit Overview

B. Student Texts

- 1. The Marine Officer's Guide, Chapters 5, 9
- 2. Amphibious Readiness Group/ Marine Expeditionary Unit Overview

III. Instructional Aids

- A. Whiteboard/chalkboard
- B. Computer/projection system
- C. DODLearn and/or locally prepared PowerPoint slides

IV. Suggested Methods and Procedures: Show footage of amphibious landings from famous movies or documentaries, and have students identify key features of amphibious operations.

V. Presentation

- A. Definition. An amphibious assault is defined as an attack launched from the sea against a hostile shore by naval and landing forces.
- B. Purpose. Amphibious operations are conducted to establish a landing force on a hostile shore to do all of the following actions: To prosecute further combat operations; to obtain a site for an advanced naval or air base; and to deny the use of an area or facility to the enemy.
- C. Historical overview of amphibious operations from the Trojan War to Gallipoli Campaign in WWI.
- D. Discuss strengths and limitations of amphibious operations.
 - 1. Strengths: Strategic mobility and flexibility, strike at a point of choosing, projection of

power ashore and forcible entry

2. Limitations: Initially vulnerable, natural hazards, environmental conditions, sea, terrain, climate, complexity, and you are limited to equipage and materiel embarked.

E. Types

1. Demonstration
2. Amphibious raid
3. Amphibious assault
4. Amphibious withdrawal
5. Other amphibious operations – Military Operations Other Than War (MOOTW)

F. Phases of amphibious assaults (PERMAT)

1. Planning
2. Embarkation
3. Rehearsal
4. Movement
5. Assault
6. Termination

G. Discuss command and control within the combined Navy and Marine Corps amphibious force.

H. Discuss amphibious ships and landing craft employed.

Lesson 26: Damage Control (2 hr)

PCCs: C2

I. Learning Objectives

- A. Know the 4 classes of fire and the firefighting agents, equipment, and procedures to extinguish each class.
- B. Know the use of equipment, materials, and procedures for countering flooding.
- C. Know the principles of operation of the fire main system.
- D. Know the procedures, objectives and priorities in combating the progressive deterioration resulting from fire and underwater hull damage.
- E. Know the various material conditions of readiness onboard ship.

II. Instructor References and Texts

- A. NAVEDTRA 12960 (Ch. 4)
- B. Introduction to Naval Engineering (Ch. 25 &26)
- C. S9086-S3-STM-010I, Naval Ships' Technical Manual, Chapter 555

III. Suggested Methods/Instructional Aids

- A. Lecture enhanced with computer presentation and whiteboard/chalkboard

IV. Presentation

- A. Discuss the elements of the fire tetrahedron.
- B. Describe the general characteristics of the four classes of fire.
- C. Discuss the firemain system including:
 - 1. Water source(s)
 - 2. Variations in system design
 - a. Single main
 - b. Horizontal/Vertical Loop
 - c. Composite system
 - 3. Primary and Secondary purposes
- D. Discuss the fire station and associated equipment.

E. Describe the preferred extinguishing agent for each type of fire and methods of delivery.

1. Class A: Water
 - a. Firemain
 - b. Sprinkler systems
2. Class B: Smothering Agent
 - a. AFFF
 - b. PKP
 - c. Twin agent systems (AFFF/PKP)
 - d. Halon 1301 systems
3. Class C: CO₂
 - a. Portable CO₂ extinguishers
 - b. CO₂ Hose reel
 - c. CO₂ flooding systems
4. Class D: Jettison, solid stream or flood space *

F. Discuss flooding casualties including:

1. Sources and types of flooding
 - a. Progressive flooding
 - b. Flooding boundaries
2. Discuss methods of dewatering
 - a. Installed pumps and eductors
 - b. Portable dewatering equipment (submersible pumps, eductors, P-250)
3. Discuss the significance of flooding boundaries and systematic dewatering of flooded compartments.
4. Discuss some factors that should guide priority of dewatering flooded compartments.
 - a. Effective allocation of resources
 - b. Stability

G. Discuss the repair of structural damage, including shoring and patching.

H. Discuss the use of the following with respect to firefighting and crew survival:

1. Firefighting Ensemble
2. NFTI
3. Sources of breathing air and priority of use:
 - a. SEED
 - b. EAB
 - c. SCBA
 - d. OBA

I. Discuss the basic Damage Control Organization.

1. Rapid response team
2. Damage Control Central
3. Repair locker
4. Hose team

J. Describe the safety concerns and mitigating actions associated with casualty response.

1. Electrical shock while fighting Class C fires
2. Exploding ordinance
3. Splattering metal
4. Heat Stress